

Title: World Community Studies Weekly Authors: Kathy Hoover and Jan Bernard
Publisher American Legacy Publishing Copyright Date: 2013 Edition: 10 ISBN: 1544-0079

I represent myself. I began reading and evaluating the books with a single friend but by this date over 100 people have joined in the effort. We do not have a name; we are newlyand barely organized

I do not object to any of the material in this little publication. On the contrary, I think it is very constructive and well chosen. What I object to is the conclusion of your evaluation team who rejected it on the claim of bias toward Christianity.

I believe the theme or purpose of the material is to influence young minds toward making sound choices in regard to themselves, their fellow students, their school, their community, and their country. Fairness, equality, the truth, responsibility and treating others as they would want to be treated are qualities any teacher or parent would want to see instilled in their young charges.

They might just turn out to be young Marco Rubios instead of Milley Cyrus's.. Eagle scouts instead of gang members,.... Teachers instead of inmates.

ALL age groups! But it is particularly suitable for K through 5..

I saw nothing even slightly objectionable in this material.

No. This material is among the best I saw in the collection. It is unfathomable that the people charged with evaluating this collection would object to this benign and commendable material, yet approve of some of the most biased, revisionist, ideologically controversial and jaundiced material in some of the other books. Who are they working for?Certainly not our children and their unsuspecting parents. They need to take a constitutional refresher course!

4 September, 2013

Title: World Community Studies Weekly (Consumable)		
Author: Kathy Hoover, Jan Bernard		
Edition: 10	Copyright: 2013	ISBN: 1544-0079

Publisher's Bid Information Bid Level Basal Delivery Method T	Reviewer Analysis Level CoBasal Delivery Method: Traditional-T	Preliminary Recommendation: <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Withdrawn
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Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

Draft Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

COMMENTS: 79% of these standards are addressed in student editions. The other 21% have suggested activities in the teacher supplement.

CONCERNS: Although 79% of the standards are covered, the rigor require by Tennessee standards is not supported. Teachers need a copy of the standard correlation's book that was given to the committee. Also, a number or statement of which standard is being addressed would be nice in teacher resource lesson planning pages. As part of the third grade curriculum in Tennessee, students are required to participate in an in depth study of each of the seven continents. This program, while providing an overview of certain aspects of these continents, does not provide the richness and rigor specific to the continents that the curriculum requires.

The reviewers seem to think that weekly reader-type publications should do the job of textbooks. I think this material is designed to stimulate and supplement the teacher's choice of materials and methods, which is what we advocate: Let teachers teach, not top down dictation of every thought. If the teachers are aware of the standards, it is their job to see that they are met.

The comments on pg 40 are particular disturbing. The tenets to which they object are basic human courtesies and truths. This shows a breathtaking bias against Christian values.

CONCERNS: This grade level has a religious bias geared heavily towards Judeo-Christianity.

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

CONCERNS: Religious bias is seen in week 6 (Believers Make Good Citizens, Golden Rule) and week 13 (Christian Church). In week 13, the Christian church is the only religion mentioned and the article about guilds is one sided.

MET/NOT MET: Not Meet (*Notice the spelling!*)

Here it is:



Now just what is objectionable about this?! This is exactly what I want my kids to be learning.

If they object to this and do not object to other totally unacceptable material that we have discovered in some of these social studies textbooks, and these are the people selecting our children's textbooks, I DO NOT want these people involved at all!

Here is the other piece they found so offensive:



Guilds

During medieval times (A.D. 400 to 1400), many people who did the same kind of work belonged to groups called guilds. Members of merchant guilds sold goods that were produced by other people, sometimes from places far away. Members of craft guilds made items that people needed like shoes or clothes. There were even guilds that made bread. Today, some workers belong to

Institutions — Then and Now

unions—groups of people who do the same kind of work, like construction workers or airline pilots.

Universities

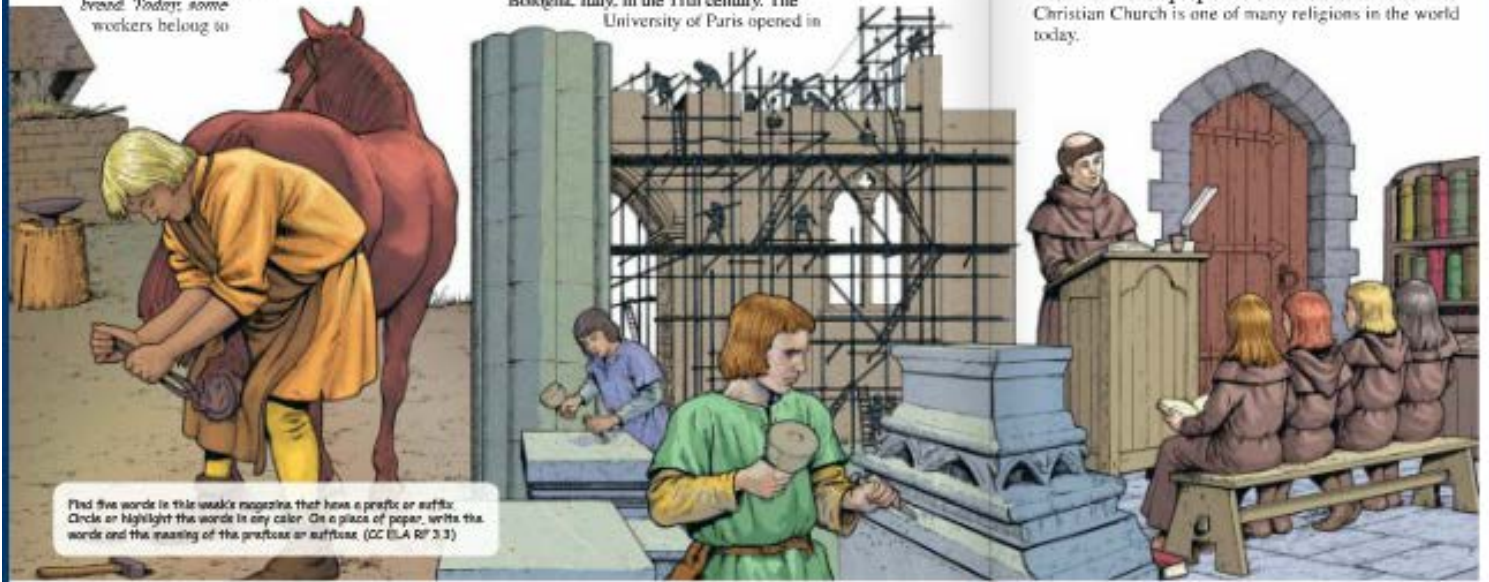
The schools we call universities began hundreds of years ago in Europe. The first universities were called studia generalia, schools where students came from all over the world to study. The first true university was in Bologna, Italy, in the 11th century. The University of Paris opened in

about A.D. 1150, and Oxford University in London was founded around 100 years later.

Soon there were universities all over Europe. The first university in the United States was Harvard University, which was founded in 1636. Is there a university where you live?

The Christian Church

About 2,000 years ago, the Christian Church began in Jerusalem, Israel, when Jesus Christ was alive. The people who followed him became known as Christians. They wanted to share their beliefs with others, and soon there were churches all over the world. Today about 1.6 billion people are of the Christian faith. The Christian Church is one of many religions in the world today.



Find five words in this week's magazine that have a prefix or suffix. Circle or highlight the words in any color. On a piece of paper, write the words and the meaning of the prefix or suffix. (CC ELA R3.3)

As you may have guessed, it is the Christian Church example that offends them! It is a huge part of world and American history and should not be written out to make some perceived minority feel more comfortable.

The argument that the Christian church is the only church included here is immature and whiney; it is a four page weekly reader! It cannot include everything! To be consistent they would have to object to only Oxford and Harvard being mentioned. Is that not biased against other universities?

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title World Community Studies Weekly

Author Kathy Hoover & Jan Bernard

Publisher or Producer American Legacy Copyright Date: 2013 Edition:

ISBN:1544-0079

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

The teacher review comments on pg 40 are incredibly troubling and show what seems to be a considerable prejudice to Christianity, its values and things that are considered to be basic truths and caring for each other.es.

2.

What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material? **Apparently that does not matter since the committee has rejected the book/reader.**

4. For what age group would you recommend this material? N/A

5. Is there anything good in this material? Please comment. **Yes, and they are specifically the things that this review committee took issue with, tenets of common courtesy and foundations of Christian beliefs. Even more troubling and disturbing since this is the same (?) committee that blanketly approved with no question, textbooks full of Islamic indoctrination and a total slighting of the subject of Christianity. What are these reviewers afraid of ?**

6. Would you care to recommend other materials of the same subject and format? _____

September 7, 2013

Signature of Complainant

Date

Please return completed form by September 7, 2013:

Director, Textbook Services

State Department of Education

11th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243-0379

Morgan.Branch@tn.gov

18 “Ways Of The World,” Bedford, Freeman & Worth
Proposed Tennessee Textbook – Review by Hal Rounds

I have not reviewed much of this text. The reason will be apparent to the reader from the criticisms that follow.

Random samplings of this text convince me it is unacceptable. The character of the unacceptable elements in it cannot be excused as mere “flaws” in a sincere effort to educate. They are, to those who have studied the respective subjects in some depth, clearly intended as indoctrination, and not an indoctrination that bonds the student to his own heritage in governing or religion.

CHAPTER 2 FIRST CIVILIZATIONS: CITIES, STATES, AND UNEQUAL SOCIETIES,
3500 B.C.E.-500 B.C.E.

The Question of Origins

This chapter presents an initial attempt to indoctrinate students, creating a tone of class warfare and alleging the imagined evils of civilized capitalism.

“The Erosion of Equality” [As though equality had prevailed in the pre-agricultural tribal societies, where hunters who could organize or fight their way to dominance guided the course of their tribal life. HR]

“Among the most novel features of early urban life... was the amazing specialization of work outside of agriculture—scholars, officials, merchants, priests, and artisans of all kinds ... None of these people, of course, grew their own food; they were supported by the highly productive agriculture of farmers.”

...

“As ingenuity and technology created more productive economies, the greater wealth now available was everywhere piled up rather than spread out. Early signs of this erosion of equality were evident in the more settled and complex gathering and hunting societies and in agricultural chiefdoms, but the advent of urban-based civilizations multiplied and magnified these inequalities many times over, as the more egalitarian values of earlier cultures were everywhere displaced.

“This transition represents one of the major turning points in the social history of humankind.”

So, the people who made it possible to organize the farming activity, and all the support and distribution functions that made agriculture possible are not among the “productive?” They are instead merely parasites feeding off the poor, exploited, field workers.

But I am mystified and unable to find credible accounts that might have acquainted the author with his “earlier cultures” that had “egalitarian values.”

This reference point of egalitarian societies – which I confidently conclude are mythical – exposes the authors own value system alone. And from that point, comprehension of how society in general works is impossible for that esteemed scholar to achieve.

I cannot blame the author for this blindness to the interrelation between organizing resources and the final production that he credits – as in all socialist visions - only to the final worker whose reaping follows and exploits all the types of work that make his harvest possible. This author is merely following the dogma that has been fed to him.

But this is not a full understanding of how civilization, and the organizing of resources by workers off the fields (or in the offices of the cities or in the factories), make the final product possible, and provide the farmer – or factory worker – with all the goods and services his labor only applies. The mechanism of the market, and the sharing that is made possible by specialization and capital is habitually hidden from the student by such filtered portrayals.

This text continues that sad tradition.

The foundation value underlying this failure to comprehend how civilization optimizes total wealth and well-being is that all persons have, for some reason, a right to receive an equal benefit of the goods and services that their society produces, no matter how much or little they actually contribute as measured in the marketplace. Yet it is exactly the opportunity to increase one's share by increasing one's productivity – by helping others organize, or developing better techniques, or simply by working harder – that stimulates the whole society to constantly increase the total product in their market. Repeated experiments through history have demonstrated the tragedy and suffering that ensue when equality of result is imposed at the expense of opportunity to improve one's own lot.

Compounding the tragedy of socialism, the façade of supposed equal result is fostered by the elite who compose a political upper class of their own, and their leadership never fosters greater total productivity. The economies that have a prosperous “class” based on capitalistic productivity may have impressive inequalities of result; but, as long as each person is free to exercise his own market skills, the total product in the society expands and all who try at all benefit. Certainly we all share more, even if unequally, when we all strive to improve our own lot and are permitted to do so, than we would if we only clamored for our “equal share” of a constantly diminishing pie.

Page 56 –

Randomly progressing through this text, Page 56 attempts to broaden the student's view of world affairs beyond mere “Eurocentrism.” Somehow the author avoids –

or thinks he does – dwelling on a view from Europe by pointing out that Europe was being invaded from the east by a Muslim empire, as the Europeans were concentrating on assembling empires to their west, in the new world. This seems to me still to be looking at a European center of interest.

It is, of course, an important subject despite the poor writing. This particular influence in the world of the 1400's is typically overlooked or placed as a seemingly unrelated affair. But the Muslim conquest of Constantinople was actually essential to the events that led to the discovery of the Americas – and the opportunity for Europeans to assemble the resources necessary to, however haphazardly, resist the onslaught of the empires of Islam. Because, with the loss of access to the Silk Road and related routes to the Asian markets that had been stimulating Europe as it expelled the Muslims from Spain and entered the Renaissance, new routes to Asia had to be invented. Rounding Africa and trying to get to China by going westward were both natural consequences of the Muslim conquests and defeats.

Somehow, the author uses his words to convey the impression that the “empires” of the European nations were more oppressive and harmful to the people conquered than the empires of Islam, Asia, and the Americas themselves were to the peoples they had conquered. Perhaps the true evil of European exploits is only a contrast because the Europeans kept and preserved better, more detailed, records – and then invented a value system that condemned the idea that conquest gave legitimate powers. (The accepted rules of sovereignty had until then relied on conquest as a way to establish legitimacy of rule. It had been honored and followed by all nations throughout history – until the Europeans began to question it themselves.)

The author's editorializing presented as historical analysis on this page continues:

“Nowhere else did empire building generate such a catastrophic population collapse as in the Americas. Nor did Asian empires foster the kind of slave-based societies and transcontinental trade in slaves that were among the chief outcomes of Europe's American colonies. Finally, Europe was enriched and transformed by its American possessions far more than China and the Ottomans were by their territorial acquisitions.”

Somehow, the author overlooks the devastation wrought by Tamerlane and other Muslim conquerors, who erased the population of Baghdad and other cities that resisted; and the DNA-changing blanket of conquest that the Khans spread over central Eurasia. The populations that were conquered and wiped out in the New World's previous progression of empires are not as clearly understood, but we have evidence that the Anasazi or others in the region (as at the Sacred Ridge Site) may have passed from history as a result of ethnic cleansing. Unlike the others, the main factor blamed on the European explorers was not the conquest itself, but disease that the Europeans could hardly have known would have such sad impact.

The Muslims once again escape any comment by the author as the agents of the most intense slaving businesses through African history – and the most brutal. To allege that

“... slave-based societies and transcontinental trade in slaves ... were among the chief outcomes of Europe's American colonies...”

is to put the author's political agenda way in front of the facts.

Indeed, the slave trade and labor were important segments of the economic system in the Americas, but the economic explosion occasioned by the European discovery and use of the resources of the New World had myriad segments: voluntary immigration from Europe constituted the majority of population growth, particularly in the English colonies. This population became a production source as well as a market for all the products of the old world, agricultural (sugar, tea, etc.), as well as the growing industrial products. The economies of the agricultural areas in the new world were little served by export of the noted potatoes, corn, and so on. Tobacco was an exception – the Indian custom of smoking did seduce Europeans to that trade good. Not until the cotton gin made the American variety of cotton marketable in significant quantities – after the American Revolution – did the cotton trade assume the huge role it is known for. Until that invention, slavery in the English colonies, now separate states, was withering. And that trade made much of the British industrial revolution, with its mechanization of textiles possible. The use of slaves in the Spanish colonies was indeed cruel, and required constant replenishment from Africa. But the implication and criticisms generally are attributed to the English colonies and later the South – where the slave population easily sustained and expanded its numbers. America's place in the history of slavery is dwelt upon obsessively, while Roman conquests, propelled by galley slaves, are ignored, along with all the preceding eons of master-servant societal organization, whether it was for building pyramids in Egypt or the Americas, or serfs in Russia, or untouchables in India.

This text presents innuendo, not education.

Taking another sample of the materials this proposed text offers to the students of Tennessee, on Page 1125, an essay by Kabir Helminski, “Islam and Human Values”, 2009 – purports to present a fair view of Islam. But the selection chosen is clearly a propaganda piece, and any presentation of it in a text should introduce that fact to the student before he undertakes the effort to understand it as written.

This offering of the Muslim argument is misleading in its portrayal of the Quran and the demands it makes on its subject populations. It is misleading to the American student who will rely on this text selection, and will disarm him in his future interactions with Muslims and national events.

Just to select various elements of the argument made by Helminski, his portrayal begins with falsehood:

“Islamic civilizations had a long history of encouraging religious tolerance and guaranteeing the rights of religious minorities. The reason for this is that the Koran specifically acknowledges that the diversity of religions is part of the divine plan and no religion has a monopoly on truth or virtue...

Perhaps the 1st citation the author makes is to Quran Sura 49:13, which he presents as:

“O mankind, truly we have created you male and female, and have made you nations and tribes that ye may know one another.”

But that is not the entire passage. It actually says this:

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.

It is important to also read the next Sura, to understand what is in 49:13:

49-14

“The bedouins say, 'We have believed.' Say, 'You have not [yet] believed; but say [instead], 'We have submitted,' for faith has not yet entered your hearts. And if you obey Allah and His Messenger, He will not deprive you from your deeds of anything. Indeed, Allah is Forgiving and Merciful.”

This more complete exposure shows that the tribes and nations mentioned must all be Islamic. 49:14 reveals that the Bedouins failed to meet the standard of submission that is required of true Muslims. Until they meet Allah’s standards, he decrees that “faith has not yet entered your hearts.”

The residents of Spain and of Jerusalem who were not Muslims were treated as infidels - their lot was dhimmitude. This was – and remains in all Muslim lands - a combination of submission to Islamic law, payment of the Jizya tax, virtual hiding of all non-Islamic religious practices, and forcibly inferior positions on all legal matters.

The author continues:

“In general, war is forbidden in Islam, except in cases of self-defense in response to explicit aggression.”

Of course, when the foundation point is based on Allah having created the world, any portion of that world which is occupied by nonbelievers is considered to have been lost to aggression. War intended to recover any such piece of land is thus

considered defensive, regardless of the history of its present occupants. The author supposedly relies on Sura 2:190 to support his argument:

“And fight in God's cause against those who war against you, but do not commit aggression - for verily, God does not love aggression.”

Once again we must look at the whole picture. Here's what the Koran says in 2:190:

“Fight in the way of Allah those who fight you but do not transgress. Indeed. Allah does not like transgressors.”

And the next Sura clarifies the demands of Allah, 2:191:

“And kill them wherever you overtake them and expel them from wherever they have expelled you, and fitnah is worse than killing. And do not fight them at al-Masjid al-Haram until they fight you there. But if they fight you, then kill them. Such is the recompense of the disbelievers.”

Oh, goodness, the veil of peacefulness is suddenly torn away, isn't it?

Perhaps the two translations of the Quran help to confuse the difference between aggression and transgression; but it is clearly intended that the restraint in war only standardizes the way Allah compels you to kill, and not whether he compels you to do so. For it is worse to tolerate disbelievers occupying lands belonging to Allah (fitnah) than it is to avoid killing them. So the command is to kill. That is hardly an avoidance of aggression, unless one subscribes to the belief that all lands belong to Allah, and that recovering them can only be characterized as a defensive fight.

The essay in the text continues:

Jerusalem, under almost continuous Islamic rule for nearly 14 centuries, has been a place where Christians and Jews have lived side-by-side with Muslims, their holy sites and religious freedom preserved....”

This is flagrant fiction. To outright lie that the Muslim conquerors of the city that had been Judaism's most holy site for millennia before Muhammad – who never actually saw or walked in that city – had preserved a Jewish holy site is inexcusable. The defiling of the Temple on the Mount, confiscation of the land, and building of a mosque to honor the fiction that Muhammad had ever been there – since he had died years before the city was conquered in 637 by his later followers. But, as the author ignores, it has always been the custom of Muslim conquerors to put their mosques in conquered lands upon the sites where the former occupants had their most precious places of worship. We know of this not only on the sacred Mount, but at Hagia Sophia in the former Constantinople, the church of Cordoba in Spain, even the Kaaba in Mecca itself, were just a few examples of this territory-marking desecration of former religious sites. Sort of like a dog peeing on a hydrant.

And the idea that religious freedom was preserved in lands taken by the Muslims is equally dishonest. First, no significant expansion of Muslim territory was voluntary to the inhabitants. Second, those conquered people who were allowed to live in Muslim lands were subjected to all the humiliating, painful, and impoverishing incidents of Dhimmitude. This is the opposite of how Christianity grew – existing empires and nations adopted the faith voluntarily – except, of course, the Spanish colonies in the new world many centuries after Christ.

The essay's argument next turns to the modern tactics of terror, and how the Quran is incompatible with the suicide bombers, hijackers, and others who attack infidels, knowing they will die in the effort. The author again cites a passage from the Quran, Sura 4:29, telling us: "The Quran says quite explicitly: "Do not kill yourselves." It sort of says that, but the context is critical – and this Sura is not in a context that refers to relations with non-Muslims. It says:

"O you who have believed, do not consume one another's wealth unjustly but only [in lawful] business by mutual consent. And do not kill yourselves [or one another]. Indeed, Allah is to you ever Merciful."

This, then, is a guide for business and family behavior. It is unsurprising that suicide and murder in the community is forbidden. Perhaps more surprisingly, a couple of Sura's later, the Quran prescribes when wife beating is approved - Sura 4:34:

"Men are in charge of women by [right of] what Allah has given one over the other and what they spend [for maintenance] from their wealth. So righteous women are devoutly obedient, guarding in [the husband's] absence what Allah would have them guard. But those [wives] from whom you fear arrogance - [first] advise them; [then if they persist], forsake them in bed; and [finally], strike them. But if they obey you [once more], seek no means against them. Indeed, Allah is ever Exalted and Grand."

But what about sacrificing one's life when the purpose is to kill non-believers? Sura 47:4 provides this guidance:

"So when you meet those who disbelieve [in battle], strike [their] necks until, when you have inflicted slaughter upon them, then secure their bonds, and either [confer] favor afterwards or ransom [them] until the war lays down its burdens. That [is the command]. And if Allah had willed, he could have taken vengeance upon them [himself], but [he ordered armed struggle] to test some of you by means of others. And those who are killed in the cause of Allah - never will he waste their deeds."

Those who are killed in the cause of Allah – yes, those who die killing the disbelievers – you know, the suicide bombers? Well "never will he waste their deeds." That is hardly a prohibition against self-sacrifice in the cause of Allah.

This many falsehoods and misleading efforts regarding the nature of Islam occur on merely one page. How many such pages does it take to persuade the weary American student that all his values are merely one set in a cosmos of equals? Or even that those of Islam are more virtuous than his own?

How can he evaluate the differences between religions, or economic systems, or other elements of his society, so as to comprehend why all the generations leading to his, chose one path, and climbed it to world leadership? The actual answer is: Because it was - in the absence of “politically correct” America bashing – actually a path that worked better than all others the human race has tried? And that our student is the heir of all that effort and success.

But this book will not guide him to that answer.

Proceeding much farther into the text, and picking a section at random, we find:
Chapter 13, page 601 –

This chapter explains the European colonization of the New World. Picking a statement, again at random, we find:

“...Europeans nonetheless bore certain advantages, despite their distance from home. Their states and trading companies enabled the effective mobilization of both human and material resources. Their seafaring technology, built on Chinese and Islamic precedents, allowed them to cross the Atlantic with growing ease, transporting people and supplies across great distances.”

It is true that the European social and business organization was the world's best at assembling and managing resources for particular objectives. This perhaps opens the reader's mind to the foolishness of the earlier claim in this text that Europeans discovered America because they were closer than Asians were. “Really, it says that. Did you ever notice that islands off the coast of northeast Asia are within sight of those belonging to Alaska? (Oh, that's right, if Sarah Palin pointed that fact out, it must be impossible...)

But the claim that European seafaring technology was built on Asian and Islamic precedents is exaggeration, if not fabrication. To the degree that lateen sails from the mideast were adopted for certain uses by the Europeans, along with other minor devices, this claim is correct – but misleading. The lateen sail existed in Egyptian waters well before Muhammad was born. And the main propulsion of European vessels of the 1400's was with square sails, which had come from Roman and earlier technology, as well as Vikings. The hulls and running gear were also the culmination of many European advances. The high stern structures and forecastles were European, and the ships of exploration and colonization tended to be developments of the merchant “round” ships that had evolved in Europe by the 15th

century, as contrasted to the “long” ships more characteristic of the eastern Mediterranean, many of which relied on oars as well as sail.

And it is a mystery which technology from the “Junks” of China blessed the Europeans with their advances.

In summary, this text is long and more detailed criticism would only fruitlessly add to the tedium.

The set of misrepresentations in this proposed text, intended to be put before Tennessee students who have not been otherwise warned of the actual tenets of Islam or socialism, cannot pretend to be “education.” It is indoctrination, and it is directly and intentionally harmful.

This text’s obsession with class conflict, confused religious portrayals and discrediting of European contributions to history must exclude it from the set approved for educating the youth of Tennessee.

Hal Rounds

B.A. Economics, University of California; JD, University of Memphis

“The Constitution Refresher”

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Ways of the World

Author _____

Publisher or Producer Bedford, Freeman & Worth

Copyright Date: _____ Edition: Student ISBN: _____

Request initiated by _____

City State

Do you represent:

☒ Yourself

An organization (name) _____

Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

I have reviewed only a few samples at random in this proposed text. To summarize, whatever else may appear in this text is of no possible redeeming value, considering the harmful content in the misrepresentations regarding Islam that are present. The complete discussion of these samples is found on the attached Word document entitled : # 18 "Ways Of The World," Bedford, Freeman & Worth Proposed Tennessee Textbook – Review by Hal Rounds

2. What do you believe is the theme or purpose of the material?

The purpose of the criticized material is to misinform students, regarding the character of civilization in general and Islam in particular.

The purpose should be to provide students with accurate information on the subjects addressed.

3. What do you feel might be the result of a student using the material?

Inappropriate social and political decisions based on a complete ignorance of the true character of Islam.

4. For what age group would you recommend this material? None

5. Is there anything good in this material? Please comment.

Nothing in the reviewed portions is beneficial or even true, and the distortions poison any other possible content of the text.

6. Would you care to recommend other materials of the same subject and format? No

In a different format, and dealing only with Islam, I recommend "Mohammed and the Unbelievers," by Bill Warner.

September 5, 2013

Signature of Complainant

Date

Please return completed form by September 7, 2013:

Director, Textbook Services

State Department of Education

11th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243-0379

Morgan.Branch@tn.gov

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title: **Ways of the World**

Author:

Publisher or Producer: **Bedford, Freeman & Worth**

Copyright Date:

_____ Edition: _____ ISBN: _____ Request

initiated by:

City: _____ State: _____

Do you represent?

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Page #1125, "Islam and Human Values" 2009, Kabir Helminski, overall the entire book based on the overwhelming sympathetic attitude towards Islam, and the overwhelming amount of material dedicated to that subject.

2. What do you believe is the theme or purpose of the material?

Obviously to convince the reader that Islam promotes diversity and human rights, that Islam is very wrongly accused, and present to the reader an unadulterated whitewash job to convince of Islam being "good".

3. What do you feel might be the result of a student using the material?

Well, you mean other than filling the students heads with an entire page of propaganda outright lies???

For what age group would you recommend this material? **None**

Is there anything good in this material? **Only for comic relief for someone that understands the truth about the history and current aspects of Islam.**

Please comment.

There is a lot of information out there these days, unfortunately a lot of which is in our Children's textbooks, however the information presented in this author's commentary is truly so full of twisted perspective and outright falsehoods, that one who knows & understands the truth about Islam would find it very difficult to control the laugh ability of it. Here are just a sampling of the comments this author makes that are false, and when you title the page "considering the evidence", I would ask – "where is the evidence", I have presented evidence of the truth which you will find attached.

Inaccurate Comments/Lies in this commentary:

1:"to dispel the idea that there is a fundamental conflict between the best values of Western civilization and the essential values of Islam"

2:"The Quran affirms religious pluralism, cultural diversity and human rights" hmm, I would love to know where the author sees this in the Koran, interesting he does not quote it, but I shall: (for reference purposes, the word Kafir refers to a non (Muslim) believer: 8:12 Then your Lord spoke to His angels and said "I will be with you. Give strength to the believers. I will send terror into the Kafir's hearts, cut off their hearts and even the tips of their fingers" or perhaps this quote from Mohammad himself "I have been ordered to wage war against mankind until they accept that there is not God but Allah and that they believe I am his prophet and accept all revelations spoken through me"....hmm seems this one will answer #5 below of this author's claims

3: "The great majority of world's Muslims have condemned the hateful and violent ideologies" I would love to know where the author gets his statistics from to make this claim". Many may claim to, however a Muslim's first and foremost command is to pattern and live their lives like Mohammad who espoused nothing BUT hateful and violent ideologies.

4: "Islamic civilizations have a long history of encouraging tolerance and guaranteeing the rights of religious minorities: Really, I mean really?? Why don't we just some this lie up with the following statistics: Deaths due to Islamic Jihad over the last 1400 years: Christians, 60 million; Hindus, 80 million; 10 million; Jews, 20 million, I am happy to provide extensive proof and evidence that Islam is as far from "encouraging and tolerant of other religions.

5. "The acceptance of Islam must be an act of free will, conversion by any kind of coercion was universally condemned by Islamic scholars" Then your Lord spoke to His angels and said "I will be with you. Give strength to the believers. I will send terror into the Kafir's hearts, cut off their heads and even the tips of their fingers" or perhaps this quote from Mohammad himself "I have been ordered to wage war against mankind until they accept that there is not God but Allah and that they believe I am his prophet and accept all revelations spoken through me"....

6. "Muslims living in pluralistic societies have no religious reasons to oppose the laws of their own societies" Truth: Sharia Law, and Islamic doctrine teaches Muslims to love what Mohammad loves and hate what Mohammad hates, and Mohammad's teachings have an absolute and clear aversion and resistance to any other sets of laws and rules, which would include (but is not limited to) the US Constitution.

Summation: These are just a sampling of what was in this one page article, and in fact this entire book is an offensive concoction of Islamic indoctrination, and propaganda, while it severely neglects the same volume or positive presentation of the other major world religions. I am ashamed to think that we had actual Tennessee teachers review this book and deem it acceptable for a Tennessee classroom, period. Bedford, Freeman & Worth, if you're going to write textbooks for our children you need to be writing the truth about history, not a slanted/biased/prejudicial inaccurate portrayal of history. This book would only be suitable, in this reviewer's opinion, in an ISLAMIC MADRASSA, NOT A TENNESSEE CLASSROOM.

4. Would you care to recommend other materials of the same subject and format?

Certainly, there are numerous historians that have written the truth about the totally false information this author has used to depict a whitewashed version of Islam to the reader. I am happy to research and present as many of those for the committee to look at as they wish.

September 2, 2013

Signature of Complainant

Date

Please return completed form by September 7, 2013:

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Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title **Psychology in Everyday Life**

Author David Myers

Publisher or Producer **Bedford, Freeman & Worth**

Copyright Date: _____ Edition: 2nd

ISBN: _____ Request initiated by

City _____ State _____

Do you represent:

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The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
Chapter 4: Gender & Sexuality, inappropriate cartoons and material
2. What do you believe is the theme or purpose of the material?
3. What do you feel might be the result of a student using the material?
Too much encouragement & apparent approval of experimentation into gay lifestyles and inappropriate sexual behaviours
4. For what age group would you recommend this material? **College +**
5. Is there anything good in this material? Please comment.
Some in this chapter and the rest of the book
6. Would you care to recommend other materials of the same subject and format? _____

September 7, 2013

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Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Myers Psychology AP 9-12

Author David G. Myers

Publisher or Producer _____

Copyright Date: _____

_____ Telephone _____ Address _____

_____ City _____ State _____ Zip _____

☒ Myself Do you represent:

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
Social Psychology discussion (Unit 14) continually offers examples involving political agendas of liberals vs. conservatives; George H. Bush's actions against Saddam Hussein; attacks of 9/11.
2. What do you believe is the theme or purpose of the material?
I believe it is offered to provide an example of several Social Psychology themes, but feel that the political undertones should and can be avoided through the use of other examples.
3. What do you feel might be the result of a student using the material?
Students reading this material may take the author's liberal views as truth and adopt them for themselves.
4. For what age group would you recommend this material? 9-12 is appropriate
5. Is there anything good in this material? Please comment.
Yes - this text does a great job outlining the basics of Psychology for the emerging student new to the field. Most examples are fitting, but Unit 14 introduces examples and topics that are irrelevant and insinuating.
6. Would you care to recommend other materials of the same subject and format? No

Signature of Complainant

9/5/13
Date

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Public Comment Form

p1

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____Title Psychology in Everyday LifeAuthor David G. MeyersPublisher or Producer Bedford, Freeman & WorthCopyright Date: 2012 Edition: 2nd ISBN: 13:978-1-4292-6394-8Request initiated by [REDACTED]Telephone [REDACTED] Address [REDACTED]City [REDACTED] State [REDACTED] Zip [REDACTED]

Who you represent:

☒ Yourself☐ An organization (name) _____☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

see pg 2

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material?

This book is age inappropriate, and in noted part, misleading.

4. For what age group would you recommend this material? College + up

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format?

9/4/13
Date

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Public Comment Form

Psychology in Everyday Life

(#1 cont.) Chapter 4 of this book is inappropriate for 9-12 graders. For one example, the discussion on **p. 107** regarding a study on the tips collected by lap dancers during ovulation is salacious. It also gives a graphic description of sexual activity more appropriate for college students and/or adults. **P108.**

Also, Caster Semenya is a South African track star mentioned on **p. 104** in a discussion on gender scrutiny. Caster runs in women's competitions and Caster had his sexuality questioned because of his success in beating the competition. After having his gender contested Caster was approved and allowed to continue running in women's competitions.

Why does the book leave out the facts that Caster has no uterus or ovaries but instead internal testicles? Perhaps more scrutiny is what is needed here, as this information may explain why Caster continues to beat his female opponents. Perhaps leaving this pertinent information out was just an oversight by the author? When pertinent information is omitted, it gives the impression that the information presented is done so to support a preset belief or an agenda.

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Psychology in Everyday Life

Author David G. Myers

Publisher or Producer Sedford Freeman & Worth

Copyright Date: 2012 Edition: 2nd ISBN: 9781429263912

Request initiated by _____

Telephone _____

City _____ State _____ Zip _____

Do you represent:

☐ Yourself

☐ An organization (name) _____

☒ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.) see attached

1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 4 - Gender & Sexuality
pgs 102-121

2. What do you believe is the theme or purpose of the material?

To encourage teens to experience sex

3. What do you feel might be the result of a student using the material?

rape, pregnancy, gay lifestyle, perverted behavior

4. For what age group would you recommend this material? ?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format?

Signature of Complainant

9/4/13
Date

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State Department of Education
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710 James Robertson Parkway
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Morgan.Branch@tn.gov

Psychology in Everyday Life AP-2nd ed

Publisher: Bedford, Freeman & Worth

Author: David G. Myers

Copyright: 2012

ISBN: 9781429263962

Chapter 4-Gender and Sexuality - Pgs. 102-121

This chapter has too much blatant, overt sexual information. It doesn't leave much to the imagination. There are explicit details regarding sex acts, i.e. orgasms, anal and oral sex, masturbation, and numerous other details. There is an excessive amount of discussion of same-sex behavior making it seem 'normal'. Abstinence is briefly discussed. Based on this chapter this book does not belong in the hands of teens as it only encourages them to try what is being promoted. I would not want to be the teachers trying to explain this to kids who are still embarrassed about the basics of sex ed. They are still children even though they are in high school,

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Psychology in everyday life

Author Myers

Publisher or Producer Worth

Copyright Date: _____ Edition: _____ ISBN: 978-142-926-3948

Request initiated by _____

Telephone _____ address _____

City _____ state _____ Zip _____

Do you represent:

☐ Yourself

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☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Attached

2. What do you believe is the theme or purpose of the material?

The advancement of a biased political agenda

3. What do you feel might be the result of a student using the material?

Misinformation and indoctrination

4. For what age group would you recommend this material? none

5. Is there anything good in this material? Please comment.

Very little

6. Would you care to recommend other materials of the same subject and format?

irrelevant
but yes there are other psychology texts

9-6-13

Date

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Psychology in Everyday Life

Pg 104 In segment on gender scrutiny, the text omits the fact that the South African runner Caster Semenya described as being cleared to compete as a female has no uterus, ovaries or female breast development. While lacking female genitalia, Caster does have internal testis and a penis. Although the text makes the point to call Caster "her" it fails to acknowledge to students that the runner is actually anatomically male.

Many would also question the reason for the inclusion of images of the transgendered Oregon mayor

Pg 105 Asks how we learn to be male or female without even considering the possibility that the traits are genetic.

Pg 106 Asks students to discuss how gender typed they are and expects them to identify what has influenced their feelings of masculinity or femininity. This line of questioning could easily be construed as a violation of many local, state, and even federal laws including PPRA which forbid asking students about issues of sexuality including any actions or attitudes.

Pg 107 One wonders why a text book that cautions us on the over sexualization of girls and admonishes boys to view girls as sisters and friends (pg 110) would include surveys based on activities of lap dancers in strip clubs?

Pg 111 Discusses a 40 year old study of masturbation fantasies and tells students that nearly 20% of women and 10% of men have rape fantasies. Aside from the fact that the study can be described as anything but current, any thinking individual must ask if this content is appropriate or potentially harmful for 14 and 15 year old students. Should teenage boys be encouraged to believe that some girls like the idea of rape?

Pg 113 Offers opinions as statements of fact violating concept that classroom content that is not viewpoint neutral is unconstitutional. A few examples on this page are as follows: "so, our sexual orientation is something we do not choose" "lack of evidence for environmental causes of homosexuality" "Personal values affect sexual orientation less than they affect other sexual behaviors" This page also contains blatant misinformation. Students are told that the answer to question 4, asking whether many homosexuals were the victims of sexual abuse by a homosexual adult growing up, is no. This information is presented as fact despite studies from Archives of Sexual Behavior, no conservative bastion, that nearly half of all homosexual men report they were molested by a pedophile as children. Additionally, animal "mounting" is presented by the text as evidence of homosexual behavior in animals rather than a demonstration of dominance.

Pg 114 is lacking in viewpoint neutrality as well. Questioning whether experience made the difference" in the brains observed was brushed over with one sentence. Then, students are indoctrinated with the beliefs of one researcher, who is himself homosexual, by simply stating it is more likely that brain structure influences sexual orientation. As evidence, Levy points to the behavior of sheep.

What is presented to students as genetic influence is no evidence at all. The text states that homosexuality runs in families. This could be used as evidence for environmental factors as well as genetic. Twin studies are also referenced as genetic evidence for homosexuality, explaining that identical twins are "slightly more likely" than fraternal twins to share sexual orientation. If twins are genetically identical, one would expect them to almost universally share orientations. Any variances should be attributed to environmental factors; the text refuses to offer the alternate view on any of these issues.

Pg 115 Attempts to point out “differences” in gay and straight as evidence of a genetic component to sexual orientation. Occupational choice, finger length, walking style, physical aggression, spatial ability, and body size are some of the traits pointed to as examples of evidence of for a genetic component to sexual orientation. However, if a student described homosexuals as “lanky, little guys, who work as designers, avoid violent sports, can’t solve a Rubik’s cube and walk different” they would be accused of hate crimes. Either these descriptions are offensive or they are evidence of orientation. It can’t be both ways.

The text also indicates that the more older brothers a boy has the more likely he is to be homosexual, a statistic attributed to maternal immune response. There is no consideration offered for the possibility that the more older brothers a boy has the more likely he is to be the target of bullying and abuse. This may also be why homosexual men are statistically frequently small in stature. Again, the text offers no consideration to any view that varies from its agenda.

Pg 116 An Evolutionary View of Human Sexuality is presented as fact rather than theory and is not neutral in its presentation.

Pg 118 At the bottom of the first column, the author spouts “Show a culture with gender inequality, where men are providers and women homemakers...” The *decision* to be a homemaker has nothing to do with inequality. Any indication to the contrary is an attack from a text that endorses every lifestyle from transgendered to bisexual as legitimate. In this way the curriculum, indicates to students that every conceivable lifestyle is acceptable unless it involves traditional roles.

Students are once again expected to participate in sexuality surveys revealing their attitudes and/or experiences and potentially critical appraisals of individuals with whom the students have a close familial relationship. These are legal violations. Examples of said violations are as follows:

Especially among younger people there is an increasing acceptance of homosexuals. Yet strong disapproval of same-sex relationships persists in the population at large. Why do you think this is the case? If we are not talking about the younger generation, we are speaking of the older generation. This appears to be a thinly veiled attempt to get students to discuss their parents and other older relatives’ views on sexuality.

How has reading about the causes of sexual orientation influenced your views on sexuality? Not only are students questioned again on their views concerning sexuality, the curriculum reveals its true aim is viewpoint indoctrination. This is not viewpoint neutral and has no place in the classroom.

What do you think about evolutionary perspectives on sexual behavior? To what extent do you think genetics influences our sexual behavior? More questions surveying students attitudes on sexuality

Which factors have researches thus far found to be unrelated to the development of our sexual orientation? One could ask the question which experts? This content is not neutral but the approved answer is found in the back of the book.

This Chapter also contains an article entitle “**For Those Troubled By a scientific Understanding of Human Origins**” This content is offensive for many reasons. It assumes that any students who object to the lack of neutrality or indoctrination attempts within the text are “afraid of science”. “Meanwhile” students are told, “People of science are awestruck by the emerging understanding of the universe” Newton and Galileo are sighted without mention of the role that their faith played in their discoveries

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Thinking About Psychology

Author Charles Blair-Broeker & Randal M. Ernst

Publisher or Producer Worth Publishers

Copyright Date: 2013 Edition: 3rd ISBN: 1429233265, 9781429233262

Request initiated by ██████████

Telephone _____ Address _____

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Do you represent:

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1. To what material do you object? (Please be specific, cite pages, etc.)

I found this appropriate for this age group.

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material?

4. For what age group would you recommend this material? This is appropriate for high school age students.

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format? _____

Signature of Complainant

9/7/2013

Date

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Request for Reconsideration of Challenged Materials
by State Textbook Commission

Date: 9/6/13

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title EXPLORATIONS IN ECONOMICS

Author ALAN B. KRUEGER AND DAVID A. ANDERSON

Publisher or Producer WORTH PUBLISHERS

Copyright Date: 2014 Edition: TEACHER ISBN: 10: 1-4292-7736-X

Request initiated by _____ 13: 978-1-4292-7736-5

Telephone _____

City _____ State _____ Zip _____

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1. To what material do you object? (Please be specific, cite pages, etc.)

SEE ATTACHED COMMENTS (PAGES 1-4)

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material?

A ONE-SIDED VIEW OF THE U.S. ECONOMIC SYSTEM

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

THE TEACHER'S EDITION WAS WELL ORGANIZED WITH
TEACHER AIDS & TIPS

6. Would you care to recommend other materials of the same subject and format? I PARTICULARLY
LIKED A TEXTBOOK BY SOUTH-WESTERN CENGAGE LEARNING
TITLED ECONOMIC AND PERSONAL FINANCE BY TUCKER &
RYAN

9/6/13

Date

Please return completed form by September 2, 2011:

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State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES

SEP 10 2013

Book Title: Exploration in Economics Publishers Bedford, Freeman & Worth

Authors: Alan B. Krueger and David A. Anderson

I cannot endorse this textbook for use by Tennessee students. Following please find a small number of examples to support my opinion that the text is biased.

In a "Teach/Reteach" section in the teacher's edition of this textbook, under the topic of Standard of Living and Equity Issues, it states the following:

"The definition of **equity** is the quality of being fair and just. Does this definition change over time? (For example, consider a Connecticut compromise that declared African Americans 3/5 of a person in 1787.") p. 44

This is a poor example of equity. It would be better referenced as part of a strategy which helped the United States abolish slavery. Add the strategy of tying apportionment to both taxation and representation and the ability to end slavery was enhanced. Had the compromise not happened, the large Southern states would have had greater representation in the U. S. House of Representatives. Also, one could argue the Southern states would have had an incentive to increase slavery, not reduce it. There is much confusion in our general population about this compromise. Presenting it here as an equity issue perpetuates the misinformation.

I found nothing discussed in this textbook about free market economies. The authors identify three types of economies: traditional, command, and market economies. In describing the disadvantages of market economies, the text stated the following:

"Like traditional and command economies, market economies have their disadvantages. One problem is equity, especially when viewed as equality of outcome rather than quality of opportunity. The prospect of multibillion-dollar rewards for the most successful entrepreneurs – while a spur to innovation and growth – leads to highly unequal economic outcomes. In the United States for example, one-fifth of all households earned less than \$20,500 in 2009, while the average income among the richest 1 percent was about \$960,000. In 2012, members of a group known as Occupy Wall Street held rallies across the United States to protest perceived inequities. The participants felt that some corporations charged consumers prices that were too high, paid workers wages that were too low, or in other ways contributed to unfair economic outcomes." P.58

In free- market economies, can't consumers go elsewhere? I found it interesting that the authors chose to identify Occupy Wall Street, but there was no mention of the millions of Americans who protested across the country due to the government's perceived excess spending, or the protests against increasing taxes without first reducing fraud, waste, and abuse of taxpayer monies. Does this not represent author bias? I find it equally interesting that the one-fifth of the U.S. population earning \$20,500 places those earners in the top percentage brackets when viewed worldwide.

Following along with the disadvantages of market economies is the following:

"Economic security can also be a problem in a market economy. There are no central plans or strong traditions to ensure everyone has a job. It is up to each individual to plan for the future and find work."
P.58

I saw no discussion on central plans regarding who decides what the plan is to be. In a free, representative republic, the citizens make the plans. What are traditions? I believe millions of people have come to the United States in search of economic freedom. Taking advantage of education opportunities, hard work, and self-determination have been the cherished traditions of the American people. Equal opportunity is what most Americans desire; multiculturalism desires equality of outcomes.

Continuing in the text in the disadvantages of market economies the following was particularly objectionable:

"Finally, the powerful incentives in market economies can lead to behavior that goes against society's goals." P. 58 Who decides what the goals of a society are or more importantly how do we measure the effectiveness of those goals?

Switching to the description of "Mixed Economies" the text stated the following:

"Over time governments in market economies have expanded their roles in the pursuit of equity, economic security, and sustainability. Because government oversight limits freedom but assists with other goals, there is much debate over just how involved government should be. In the United States, for example, some people think the government has overstepped its bounds. Others think the government should do more." P.58

The statement is fair enough, but overall the text appears to support government involvement at the expense of freedom. On page 65 three roles of government are listed for market economies:

"A government can contribute to a market economy in several ways: (1) A government can establish and enforce rules that improve market performance. (2) A government can provide important goods and services that private individuals tend not to purchase. (3) A government can help improve economic security, equity, and sustainability.

"Improving Market Performance. Our government improves the safety of buying expensive goods by enforcing property rights...These restrictions on trade actually make it easier for trades to take place.

"Providing Public Goods. A good or service that can be consumed by many people at once that other people can't be prevented from using is called a public good. Examples include national defense, snow removal from roadways, and fireworks displays. P. 66

"Promoting Economic Security, Equity, and Sustainability. In pursuit of equity, governments fund education. High school and college diplomas give workers access to better jobs and education for all

promotes equality of opportunity. The government of the United States funds public education for everyone through the twelfth grade. For those who choose to go on to college, the government operates state and community colleges that are less expensive than private colleges and provides grants and loans to help pay tuition and other college related expenses. Notice that by funding education, the government influences what the economy produces. By running public schools, the government determines how it is produced. And by deciding who qualifies for free education and who receives us financial assistance, the government influences for whom education is produced.

"To advance economic security, most governments provide a safety net to assist people who have difficulty supporting themselves." P. 67

Let's review them one at a time. Improving market performance by enforcing property rights. The example provided was the fraudulent sale of the Brooklyn Bridge many times over by a con man. I'm not sure I accept the language regarding the "enforcement" of property rights. Is it not the government's role to "protect" property rights of its citizens?

Providing Public Goods. National defense is a great example that most Americans would agree with as an appropriate role of government.

Promoting Economic Security, Equity, and Sustainability. What is missing from text is how does government do all these things? Where do they get the funds? Do they not get the funds through both direct and indirect taxes of their citizens? Following that line of reasoning, the citizens, both individual and corporate, actually provide all the services.

Chapter 3, Module 9 "Behavioral Economics: Decision Making In Practice"

On page 96 was a special information story entitled "Sweden Uses Behavioral Econ to Make People Healthier." Mayor Bloomberg of New York City would be particularly interested in this information article.

On page 99, the authors provide a quick-reference, columnar figure entitled "Six Guidelines for Making Rational Decisions." The sixth guideline is particularly objectionable. It states under the columnar heading "Mistake to Avoid," it states, "Focusing too much on fairness rather than happiness." Under the column heading "Description," it states, "People sometimes punish others for unfair behavior even if it makes the punisher worse off." Under the column heading, "Guideline," it states, "Recognize that life is sometimes not fair! It is often in your interest to ignore fairness and base your decision on an evaluation of benefits and costs." On page 100 the student can read the following: "Fair treatment affects shoppers too. Some people will walk out of a store when they don't like the way a sales clerk treats them. They want to punish the bad behavior. But if the item they seek is hard to find elsewhere, then walking out will make the shoppers worse off. Someone who makes a habit of punishing others regardless of the costs and benefits will walk out of a lot of stores and give up a lot of benefits."

Is this an attempt to modify behavior? Is something so important that bad behavior is acceptable? Substitution comes to mind as a better choice. Walking out can improve both quality and service.

In closing, I restate I cannot endorse this textbook due to its biased view. Let's educate our children not school them in propaganda nor modify their behaviors through unprincipled choices.

[REDACTED]

Request for Reconsideration of Challenged Materials
by State Textbook Commission

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title AMERICAN GOVERNMENT AND POLITICS TODAY
Author SCHMIDT / SHELLEY / BARDES / FORD
Publisher or Producer WADSWORTH - CENGAGE LEARNING
Copyright Date: 2013-2014 Edition: 2013-2014 ISBN: _____
Request initiated by _____
Telephone _____ Address _____
City _____ State _____ Zip _____
Do you represent:
☒ Yourself
☐ An organization (name) _____
☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
THERE ARE ~~THIRTY~~ THIRTY THREE (33) CITATIONS OF PARTISAN, ONE SIDED MATERIAL PROVIDING A DECIDEDLY PARTISAN SLANT TO STUDENTS (SEE ATTACHED 20 PAGES) WITH CITATIONS AND COMMENTS
2. What do you believe is the theme or purpose of the material?
THE THEME AND PURPOSE SEEMS TO BE TO PROVIDE STUDENTS WITH A PARTISAN POLITICAL VIEW OF ONE POLITICAL IDEOLOGY WHILE DENIGATING OR DIMINISHING THE OPPOSING VIEW.
3. What do you feel might be the result of a student using the material?
A STUDENT MIGHT GET HISTORICALLY INCORRECT INFORMATION, AND BE INFLUENCED IN FAVOR OF ONE POLITICAL IDEOLOGY AND BECOME BIASED AGAINST OTHERS
4. For what age group would you recommend this material?
IT IS SAID TO BE FOR 9-12 GRADE. I WOULD ONLY SAY IT IS FOR ADULTS WHO CAN DISCRIMINATE AND DISPUTE IT.
5. Is there anything good in this material? Please comment.
THE OVERALL STRUCTURE, FORM AND PRINTING BINDING IS GOOD BUT THE CONTENTS ARE TOO POLITICALLY ONE SIDED AND PREJUDICIAL.
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American Government and Politics Today

By Schmidt / Shelley / Bardes / Ford

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Comment

While well structured in terms of content and flow of content, the book presents a decidedly partisan political slant and bias to students in favor of Progressivism, Revisionism and Socialism. And frequently speaks against or puts in unfavorable terms Conservatism, and Republicanism.

Much of this type of bias was done on special topic pages with special Banner borders.

Examples of this are provided in the quotations from the book provided below :

First Example page 16

Topic : WHEN PASSIONS MOBILIZE

After discussing the rise of the Tea Party and the Occupy Wall Street movement, the following quotes were observed :

Quote : “Occupy Wall Street, on the other hand **worked hard** to avoid all of the typical signs of organized political activity --- there was no single leader or organizer associated with the cause. Instead the group attracted followers who felt an affinity with its slogan (“We are the 99 percent” and social media made it possible for the protests to spread from Wall Street to cities all over the country.

Quote : “ Do you think that citizen organizations can become too extreme when passions run high ?

Comment : In the article there was never a mention of the violence or property destruction or interference and interruption of normal businesses that occurred during the Occupy Wall Street movement, or that no such violence, crime or destruction has ever occurred during a Tea Party event. And yet the writer tends to clearly favor the Occupy Wall Street movement in the written words for the student.

Example Two : Page 9

Topic : EQUALITY

Quote : “ Political equality reflects the value we place on the individual
.....”

Quote : “ Recently some cultural observers and scholars have begun to question whether political and social equality can coexist with economic inequality “

Comment : There is no mention or identification of who these observers and scholars might have been.

Quote : “ ----- when economic inequality increases, the people who have become economically more powerful will often attempt to use that power in order to gain more political power “

This quote is then followed by the next one which reads :

Quote : “ Many people point to the U.S. Supreme Court decision *Citizens United vs. Federal Election Committee* and the growth in Super PAC spending in federal elections as evidence of the growing political influence of a few very wealthy individuals and interests “

Comment : Once again a political view and argument of only one side of the issue is presented to the student. And does not consider that powerful wealthy interests compete on both sides of the issue.

Example Three : page 10

Topic : PROPERTY

Quote : “ The value of reducing economic inequality is in conflict with the right to **property** . This is because reducing economic inequality typically involves the transfer of property (usually in the form of money) from some people to others. “

Comment : This quote shamelessly advances the ideal of expanded government and government programs where money is redistributed, without considering the possibility of getting jobs for people to reduce economic inequality while providing them with an increased sense of pride and worth.

Example Three : page 10

Topic : PROPERTY (continued from previous page)

Quote : “ Property --- especially wealth-creating property can be seen as giving to its owner political power and the liberty to do whatever he or she wants. At the same time, the ownership of property immediately creates inequality in society.”

Comment : Issue should be taken with the entire premise of this statement. There is also the case that acquisition of property creates upward financial opportunities for many others in the form of jobs, careers, and property of their own.

The statement is prejudicial against property acquisition and capitalism which have produced the highest standard of living for the American people.

Example Four : page 13

Topic : A DEMOCRATIC REPUBLIC

Quote ; “ The United States Constitution created a form of republican government that we now call a **democratic republic**. “

Comment : First of all, our Constitution created a Constitutional Republic or it can be said to have produced a Federal Republic but not a Democratic Republic. If one searches the meaning of “Democratic Republic” in Wikipedia one finds that the United States is NOT included in all the “Democratic Republics” listed there, but you will find the following among others.

Democratic People’s Republic of Korea (North Korea)
Democratic Republic of the Congo
Democratic Republic of Afghanistan
Democratic Republic of Viet Nam

The United States is not in any way like these “Democratic Republics”. The terminology here presented to the student is prejudicial and the author apparently does not know the difference.

Example Five : page 15

Topic : WHO REALLY RULES AMERICA ?

Sub-Topic : Majoritarianism

Majoritarianism is then defined as the people want the government to do what the majority of the people want.

Quote : “ Majoritarianism is popular in concept among ordinary citizens. “

Comment : Then the author discusses the California Proposition 8 outcome where 52 % of voters banned same sex marriage leading to many court cases. The discussion appears to favor the overturning of the legitimate majority of votes.

Example Six : page 17

Topic : POLITICAL IDEOLOGIES

Written in the margin of the page are the following definitions :

Quote : “ Socialism. A political ideology based on strong support for economic and social equality. Socialists traditionally envisioned a society in which major businesses were taken over by the government or by employee cooperatives. “

Quote : “ Libertarianism A political ideology based on skepticism or opposition toward almost all government activities.

Quote : “ Conservatism A set of beliefs that includes a limited role for the national government in helping individuals, support for the traditional values and lifestyles, and a cautious response to change.

Quote : “ Liberalism A set of beliefs that includes the advocacy of positive government action to improve the welfare of individuals, support for civil rights, and tolerance for political and social change.

Comment : The prejudicial words “**positive** “ government action, and “**improve**” the welfare of individuals, “**support for civil rights**”, and “**tolerance**” for political and social change, clearly show the authors bias when compared with the adjectives used in the other political ideology definitions.

Also the use of the modifiers “**strong**” support for economic and social equality, are clearly prejudicial in favor of Socialism, whereas or in comparison to the terms “**skepticism**” or “**opposition**” in the definition of Libertarianism, and “**limited**” and “**cautious**”, in the definition of Conservatism.

Example Seven : page 20

Topic : THE CHALLENGE OF CHANGE

Quote : “ The United States and its citizens will need to meet the challenges of a global economy and mitigate the impact of global environmental change .”

Comment : This sets up the premise (which is disputed) that there is a *challenge* presented or that there is such a thing as *global environmental change*. There is no discussion whatsoever of the opposing view nor the many actual environmental scientists who dispute it.

Example Eight : page 24

Topic : ENVIRONMENTAL CHANGE

Quote : “ The great majority of scientists agree that the climate is changing and global warming is taking place. “

Comment : This statement is prejudicial to one side of a disputed political and social argument, thus predisposing a student to this political viewpoint.

Quote : “While the Bush administration balked at joining in the imposition of the measures on all nations (etc.) The Obama administration has signaled strong support for an international treaty to reduce global warming. “

Quote : “ ----- according to our Constitution, treaties over-ride U.S. law. American citizens would have their own lives determined by these treaties whether they approve of these policies or not. “

Comment : Besides prejudicing the student for the position of “climate change” and “global warming”, the author characterizes the Bush administration as “balked at” global warming while praising the Obama administration for its “strong support”. The author’s text is clearly prejudicial of one political party or viewpoint over another. Such prejudice should not be included in student textbooks, especially for the subject of Government.

Example Nine : page 31

Topic : THE CONSTITUTION

Quote : “ No matter which political party occupies the White House or holds a majority in Congress, the opposition is likely to claim sooner or later that some action or law violates the Constitution.”

Quote : “ Groups ranging from the Tea Party to the Occupy movement rally under the banner of the Constitution”

Quote : “ Why is this *old* document such a symbol to Americans ? Why hasn't it been changed more drastically or replaced since 1789 ? “

Quote : “ Many of its (Constitutions) provisions were grounded in the political philosophy of the time. “

Comment : Keep these quotes in mind as you read further quotes from this book to follow regarding the U.S. Constitution.

Example Ten : page 49

Topic : THE CONSTITUTION

Sub-Topic : Beard's Thesis

Quote : “ Beard's central thesis (1913) was that the Constitution had been produced by wealthy property owners who desired a stronger government able to protect their property rights. “

Quote : “ Beard also claimed that the Constitution had been imposed by undemocratic methods to prevent democratic majorities from exercising real power.”

Example Eleven : page 51

Topic : THE CONSTITUTION

Sub-Topic : BEYOND OUR BORDERS

What Makes a Constitution ?

Quote : “When Americans think of the Constitution, most visualize an old handwritten document that is protected in our National Archives. “

Comment: At this point the author discusses Justice Ruth Bader Ginsberg's visit to Egypt --- and her comments not to use the U.S. Constitution as Egypt's model.

Quote : “Justice Ginsberg called attention to the South African constitution’s bill of rights. It is, in comparison to the U.S. Constitution, very inclusive and modern in its interpretation of human rights. All of the political rights included in the American model are there. but in addition, citizens are guaranteed the freedom to travel, the right to housing, the right to basic education, the right to food, water and social assistance from the government, and the right to unionize.”

Comment : A discussion of this nature seems to support the socialist actions included in the South African constitution, while denigrating the U.S. constitution in the eyes of the students. The freedoms in the U.S. Constitution are basic freedoms and the U.S. Constitution’s purpose was to set up a “Limited” Federal government as opposed to an expansive social government under the South African constitution. One could and should argue that the U.S. Constitution (based on longevity and history) is clearly better.

Example Twelve : page 57

Topic : JUDICIAL REVIEW

Quote : “ Another way of changing the Constitution, or of making it more flexible ---- is through the power of judicial review. “

Topic : NOT A NOVEL CONCEPT

Quote : The Constitution does not specifically mention the power of judicial review. “

(Then the author supposes that the Founders would have expected it based on common law tradition from England’s courts.)

Topic : ALLOWS COURT TO ADAPT THE CONSTITUTION

Quote : “Through the process of judicial review, the Supreme Court adapts the Constitution to modern situations.”

Comment : The author fails to make the point that judicial review does NOT actually change the Constitution, but rather modifies the interpretation. Nor does the author note anywhere that such judicial review itself may be fallible and faulty and wrong in its interpretation of the Constitution’s provisions.

Example Thirteen : page 58

Topic : THE CONSTITUTION

Topic : INTERPRETATION, CUSTOM AND USAGE

Quote : “ The Constitution has also been changed through interpretation by both Congress and the President.”

Comment : This is simply **WRONG** . Neither the Congress nor the President are empowered to “interpret” or to “re-interpret” the Constitution.

Quote : “ The executive branch provides legislative leadership far beyond the expectations of the Founders. “

Comment : A student could get the wrong impression that the President has far more power over the legislative process than the Constitution allows. Could this be an attempt to engender in the student the idea that the President exercises or may exercise more authority over Congress or its legislation than he actually should ?

Example Fourteen : page 59

Topic : WHAT CAN YOU DO ?

Starts by discussing new laws curbing our Constitutional rights such as the Patriot Act.

Quote : “ Some believe these laws go too far . “

Quote : “ If you agree and want to join with others who are concerned about this issue, a good starting point is the Website of the American Civil Liberties Union at www.aclu.org. Click on the Take Action button to see the latest news on constitutional issues and see what actions you can take. “

Comment : The textbook in a partisan way, directs students to one of the more Liberal “Progressive” organizations in America.

Example Fifteen : page 59

Topic : WHAT CAN YOU DO ?

Quote : “ Do you feel that your vote makes a difference ? Many voters are beginning to feel disenfranchised by the political process in presidential elections through the effects of the Electoral College. “

Quote : “ A 2007 poll found that 72 percent of Americans favored replacing the Electoral College with direct election. The Every Vote Counts Amendment proposes to abolish the electoral college and would provide for the direct popular election of the president. if you would like to further investigate Every Vote Counts go to www.washingtonwatch.com/ Visit the Take Action box where you can comment on the Amendment, alert your friends and colleagues about the issue and write your representative in Congress. “

Quote : “ Check out National Popular Vote Inc. a non profit group at www.nationalpopularvote.com “

Comment : The textbook once again, directs the student to not one, but two partisan (Liberal Progressive) websites and groups for “Take Action”.

The citing of polls is troubling because polls can be made up in ways to predetermine results. There is no mention of the reason for the Electoral College, which is to prevent the more populous states from always controlling national elections.

Example Sixteen : page 63

Topic : FEDERALISM

Sub-Topic : What if one state's same sex marriage had to be recognized nationwide ?

Quote : “ A few jurisdictions in the U.S. have responded to the needs of gay and lesbian couples by passing legislation that allows gay marriage or legally recognized civic unions. “

Quote : “ What would happen if the Supreme Court ruled the Defense of Marriage Act (DOMA) unconstitutional ? “

Quote : “ If DOMA was eliminated allowing all married persons access to federal protections and benefits, but some states still prohibited same sex marriage, would the issue be settled ? Why ? or Why not ?

Comment : The entire topic as written here is prejudicial and biased to a stance FOR a national approval of gay marriage, and thus is presenting only one partisan view to the student. There is no discussion of any dissenting argument.

Example Seventeen : page 68

Topic : ARGUMENTS AGAINST FEDERALISM

Quote : “ Not everyone thinks federalism is a good idea. Some see it as a way for powerful state and local interests to block progress and impede national plans. “

Comment : State and local interests ? Such as in “We the People ?” National plans ? Such as replacing federalism with pure democracy or mob rule ? Or plans for Socialism to take over America ?

Quote : “Critics of federalism also argue that too many Americans suffer as the result of the inequalities across the states. Individual states differ markedly in educational spending and achievement, crime and crime prevention, and even the safety of their buildings. States also differ on women’s rights, specifically support for equal pay and free access to legal abortion. “

Comment : Such a partisan argument is dangerous to young students asking them to perhaps be willing to trade away the Protections of Federalism and more of their liberties to an expanding and dominating un-federalized government.

Example Eighteen : page 69

Topic : THE NECESSARY AND PROPER CLAUSE

After quoting the “Necessary and Proper Clause” verbatim the following is written :

Quote : “ This clause is sometimes called the **elastic clause** or **necessary and proper clause** because it provides flexibility to the U.S. Constitutional system. It gives Congress all of those powers that can be reasonably inferred but that are not expressly stated in the brief wording of the Constitution. “

Comment : Clearly the author thinks this is a “Good” thing, and fails to present that this is perhaps the most misused and abused wording in the Constitution, allowing Congress to usurp powers not granted by the Constitution (nor intended) to the endangerment of civil and personal liberties. Once again a partisan bias is the only point of view presented to the student.

Example Nineteen : page 75

Topic : DEFINING CONSTITUTIONAL POWER AND THE EARLY YEARS

Quote : “ In perhaps the single most famous sentence ever uttered by a Supreme Court justice, (Justice) Marshall said “We must never forget it is a constitution we are expounding.” In other words the Constitution is a living instrument that has to be interpreted to meet the practical needs of government. “

Quote : “ Today, practically every expressed power of the national government has been expanded in one way or another by use of the necessary and proper clause. “

Comment : Never mind that the Constitution was expressly written to CONFINE the government to its few specific and allowed tasks and powers. This partisan point of view renders the Constitution into an instrument for the “practical needs of government” and not “We the People.”

Example Twenty : pages 84 and 85

Topic : THE POLITICS OF FEDERALISM

Sub-Topic : What Has National Authority Accomplished ?

Quote : “ Why have conservatives favored the states and liberals favored the national government ? One answer is that throughout American history, the expansion of national authority typically has been an engine of social change. “

Examples given :

- Expansion of Federal Authority during the Civil War freed the slaves
- During the New Deal --- expansion of national authority meant unprecedented levels of government intervention in the economy

Quote : “In both the Civil War and New Deal eras, support for states rights was a method of opposing these changes and supporting the status quo. “

Comment : Clearly these statement support a singularly partisan view. What are students to think but that conservatives are always “opposing” progress and social change ? And this respectfully is NOT the case. The freeing of the slaves was the product of Republican majority, and the Civil Rights act was also voted in because of Republicans in Congress. In this way, distorted views of History are written and read by students.

Example Twenty One : page 85

Topic : CIVIL RIGHTS AND THE WAR ON POVERTY

Quote : “ Johnson (LBJ) oversaw the greatest expansion of national authority since the New Deal. Under Johnson a series of civil rights acts forced the states to grant African Americans equal treatment under law. Crucially these acts included the abolition of all measures designed to prevent African Americans from voting. “

Comment : The author makes no mention of the fact that these civil rights laws passed with majority Republican support against Democrat party resistance via states rights. Again the author using the term national authority is pushing partisan expansive government as a good thing.

Example Twenty Two : page 90

Topic : YOU CAN MAKE A DIFFERENCE

Sub-Topic : Federalism and State Immigration Policy

Sub-Topic : Why Should You Care ?

Quote : “Civil Rights groups claim that the Arizona law and others like it will promote a form of “racial profiling” -- the arrest and detention of individuals just because they look like foreigners. “

Quote : “ The laws have a “chilling effect” on immigrant populations, even among those who are here legally ----- “

Sub-Topic : WHAT CAN YOU DO ?

Quote : Will you or someone you know be more likely to be stopped or questioned by law enforcement officials as a result of these laws ? Will you be required to provide identity documentation ? “

Quote : “ Think carefully about how immigration policies relate to building diverse societies and to the value of tolerance on your own campus. “

Quote : “ Is this another force contributing to the creation of two Americas ? “

Comment : Clearly in the quotes above on the subject of immigration, the author promotes one partisan view only to the students. Attempts even to scare the student with threats of having to provide “identity documentation” are resorted to, without the thought that if you are stopped for a traffic stop, you already are asked to provide identity documentation.

Example Twenty Three : page 94

CHAPTER : CIVIL LIBERTIES

Topic : WHAT IF Roe vs Wade Were Overturned ?

Quote : “ (In Roe v. Wade) The Court declared that a woman’s constitutionally protected right to privacy includes the right to have an abortion. “

Quote : “ Women living in conservative states such as the Dakotas, Kentucky and Mississippi already face serious difficulties in obtaining an abortion. Many women desiring the procedure have to travel long distances. “

Quote : “ With the election of Barack Obama as President, the future of Roe v. Wade brightened. His first Supreme Court appointment, Sonya Sotomayer was likely to become a supporter of the decision (Roe v. Wade) and in 2010, the president nominated Elena Kagan to replace Justice Stevens, likely shoring up the coalition in support of Roe v. Wade. “

Comment : The author presents to students only a political view aimed at denigrating the states of the Dakotas, Kentucky and Mississippi , and by inference other “conservative” states.

Example Twenty Four : page 96

Topic : THE BILL OF RIGHTS

Quote : “ As you read ---- bear in mind that the Bill of Right, like the rest of the Constitution, is relatively brief. The framers set forth broad guidelines (underline for emphasis only) leaving it up to the courts to interpret these Constitutional mandates and apply them to specific situations. Thus judicial interpretations shape the nature of the civil liberties and rights that we possess. “

Quote : “ Because judicial interpretations change over time, so do our rights .”

Comment : The author’s writing here is in direct contrast to the concept of the Founders that our “Rights” are “God given” and inviolable, and that it is the responsibility of government to “protect those rights”. Instead the author espouses to students a singularly biased partisan view that the Constitution changes as we choose to “interpret” it and that the government sets our rights.

Example Twenty Five : page 102 and 103

Topic : Forbidding the Teaching of Evolution

Quote : “ Nevertheless, state and local groups around the country, particularly in the so called Bible Belt, continue their efforts against the teaching of evolution. “

Quote : “ Proponents of Intelligent Design content that evolutionary theory has gaps that can be explained by the existence of an intelligent creative force (God). They suggest that teaching ID in schools is simply teaching another kind of scientific theory. “

Quote : “ Critics of ID have pointed out that many of its proponents have a religious agenda. The same religious groups, also once backed Creationism, a set of quasi-scientific theories that support the creation narrative. Intelligent Design at its essence, proposes an original Creator, which is a religious belief and cannot be taught in schools. “

Comment : First of all the Title “Forbidding the Teaching of Evolution” is prejudicial, since no one is forbidding the teaching of Evolution Theory. This entire discussion occurs right after the discussion of Separation of Church and State. The entire argument taken as a whole intends apparently to convey to the student that anyone who resists the Theory of Evolution and favors another Theory instead, are inherently wrong. Again only one partisan view is presented here.

Example Twenty Six : page 180

CHAPTER 6 : PUBLIC OPINION AND POLITICAL SOCIALIZATIONI

Topic : WHAT IF Young People Were Required to Serve ?

Quote : “ What if the United States adopted a policy that required all persons between the age of 18 and 22 residing in the U.S. to engage in domestic or military service for a period of at least 18 months ? Would national service create a stronger bond between young citizens and the nation ? How might 18 months of service socialize (underline for clarity) new generations of young people to politics and political activity ? “

Comment : One is reminded of candidate Obama’s words regarding the need for a national police force or civilian corps. One wonders if this textbook and author are attempting to plant that seed in the minds of students. The stated purpose is to socialize the youth. Older persons are reminded of Hitler’s youth as such an organization, with the latent potential of serious indoctrination of ideology.

Example Twenty Seven : page 187

Topic : POLITICS WITH A PURPOSE

Sub-Topic : You-tube , Jon Stewart and Stephen Colbert ; Changing Politics for the Better ?

After discussing social media, Jon Stewart and Stephen Colbert shows

Quote : “ According to a Rasmussen survey, 30 percent of young people aged 18 to 29 say programs like Stewart’s and Colbert’s, that feature news reports with a comic twist are replacing traditional news outlets.”

Comment : Given the sub-topics stated premise “Changing Politics for the Better ...” and the students’ obvious infatuation with social media, it appears that the author is applauding this shift to the “twisted” views of news on such shows, in spite of the need for an “informed” populace when voting for the best operation of our system of self government.

Sub-Topic : Reason for the Gender Gap

Quote : “ During the Republican presidential primaries in 2012, several issues and candidate statements (unidentified) converged in what became known as the “GOP War on Women”. Moves to adopt increasingly severe restrictions on abortion services in several Republican-controlled states, initiatives to limit contraception insurance coverage and access, congressional budget cuts to women’s health programs, and proposals to weaken the Violence Against Women Act drew lots of media attention. “

Quote : “Sandra Fluke, a Georgetown University law student, was barred from testifying at a Republican congressional hearing on the Obama administration’s policy requiring religiously affiliated institutions to provide free contraceptives in student health insurance plans. “

Comment : The “GOP War on Women” was a political attack ploy and line of talking points developed in a presidential campaign and was never an official declared ‘War on Women’ by the GOP or its candidates. Thus this entire section of the textbook is designed to prejudice students and especially young female students against the GOP and conservatives in general. This is not proper for a textbook and amounts to political propaganda.

Example Twenty Eight : pages 200 and 201

Topic : BEYOND OUR BORDERS ---- World Opinion of the U.S.

Quote : “ In the immediate aftermath of the September 11, 2001 terrorist attacks, most of the world expressed a great deal of sympathy toward the United States.”

Topic : NEGATIVE VIEWS OF AMERICAN UNILATERALISM

Quote : “ The invasion of Iraq in 2002 marked a key turning point in world public opinion toward the United States.”

Quote : “ The willingness of American leaders to ignore world opinion with regard to the Iraq situation led to charges of arrogance on the part of the U.S. administration. “

Topic : THE OBAMA EFFECT

Quote : “ A 2009 – 2010 poll conducted by the Program on International Policy Attitudes (PIPA) found that America’s influence in the world now seem as more positive than negative. The improved international standing coincides with Barack Obama’s election as President.”

Comment : My question would be which one of Barack Obama’s campaign staff writers wrote this statement ? The author has dropped all pretense of objectivism and resorts to blatant proselytizing.

Example Twenty Nine : page 211

CHAPTER 7 INTEREST GROUPS

Topic : WHAT IF All Interest Groups Were Regulated by the Government ?

As background the textbook discusses how easy and quick it is to set up an “Interest Group” on the internet.

Quote : “ At this time, most interest groups in the United States, whether no profit or for profit, exist without much government supervision. What would happen though, if every interest group with 25 or more members were required to register with the government and report every contribution ? Of course, such regulations would require reporting the names of all group members, and, most likely, their Social Security Numbers, so that the IRS could make sure they were not avoiding taxes on their income. “

Quote : “ Once the group was registered, it could have access to public spaces for meetings and other public services, much like student groups that form on a campus. “

Comment : This one is priceless, and should engender nothing but outrage , given the recent IRS scandals associated with their malicious attempt to “regulate”, destroy or disassemble patriotic interest groups.

The use of the language that is underlined (only for emphasis) in the final quote above, is an attempt to associate the government’s “regulation” of groups to the control of student groups by school administrations and thus to inoculate the student against such violations and atrocities as may occur or may have already occurred upon such civic interest groups for political reasons.

And finally, the insinuation is that such regulated groups would be denied or allowed access to public places based on the status of their application or regulatory status. Is this America or Soviet Russia?

Example Thirty : pages 238 and 239

Topic : YOU CAN MAKE A DIFFERENCE The Gun Control Issue

Sub-Topic : Why Should You Care ?

Quote : “ Research conducted by the National School Safety Center shows that more than 300 students have died in school shootings in the past 15 years.”

Quote : “ Gun control advocates would like to see a reinstatement of the Federal Assault Weapons Ban which federal lawmakers allowed to expire in 2004.”

Comment : Let me see, my math tells me that the rate of students shot averaged 20 per year. How many students died from other causes ? (not stated). By inference the Assault Weapons Ban expired nine years ago, meaning that it was in effect for six of those 15 years and students still died. No mention that most of these students did not die from assault weapons.

Once again the textbook needlessly inflames a subject of importance, only to push a partisan particular point of view ---- gun control in spite of the 2nd Amendment guarantees as Rights in the Constitution.

Quote : “ To learn about the position of a gun control advocate, contact the Brady Center to Prevent Gun Violence. “ (Full address and contact info including website given in text book).

Quote : “ To learn about its efforts to stop gun violence, contact the Center to Prevent Youth Violence.” (Full address and contact info including website given in text book.)

Comment : On a limited positive note, without any commentary in support of the arguments of the opposite side which is protective of our 2nd Amendment rights in the Constitution, the address and website of the National Rifle Association and the Students for Concealed Carry on Campus organizations are printed near the end of this topic (almost as an afterthought).

The net overall effect that appears to be intended by this section is to prejudice the student toward gun control advocates.

Example Thirty One : page 280

CHAPTER 9 VOTING AND ELECTIONS

Topic : WHAT IF Voting on the Internet Became Universal ?

Quote : “Many people would find it very convenient to vote over the internet, whether from a smart-phone, desktop computer, or iPad. People traveling for business or pleasure would no longer need to request absentee ballots “

Quote : “ As you will read in this chapter, younger Americans are less likely to be settled in a community and less likely to have a deep interest in many political issues. But, if they received an email alert and could vote instantly, voter turnout would likely increase among young people, and perhaps among other groups in society.”

Quote : “ Voting via the Internet would end the confusion over whether announcing the voting results of the Eastern states affect turnout in the Western states “

Comment : Voting via electronic media and internet would undoubtedly be popular among they young students. However, one would have to ask, if this system would promote uninformed / disconnected voters, would it only subvert the sanctity of the vote ? While not promoting a particular partisan view, one party has shown a propensity for enlisting voters regardless of their eligibility or capability to vote. This might be a step to further those efforts.

Quote : “ In 2010, the District of Columbia announced a trial of an internet voting system and invited hackers to try to “break into” the system. Within a few days , University of Michigan students hacked into the system, adding the Michigan fight song as a sound track for voting. The trial was cancelled.”

Comment : At least the textbook points out one fallacy of internet voting That of the security of the vote .

Example Thirty Two : page 301

Topic : CRITICISMS OF THE ELECTORAL COLLEGE

Quote : “ Besides the possibility of a candidate becoming president even though an opponent obtains more popular votes

Quote : “ One can also argue that the current system (electoral college), which in most states gives all of the electoral votes to the candidate who has a statewide plurality , is unfair to the other candidates and their supporters. The current system of voting also means that presidential campaigning will be concentrated in those states that have the largest number of electoral votes

Comment : This is a partisan position. There is no discussion or recognition that America’s founders sought diligently to avoid being a true Democracy and saw it as “mob rule”. There is no discussion that we actually have 52 separate elections for President not one. The elections belong to the states and are controlled by the states, another example of Federalism.

This was done to protect the less populated states from being consistently over-ruled by the more populous states. The student gets none of this discussion in the text here. The statement that voting will be concentrated in those states that have the largest number of electoral votes could be replaced with voting concentrated in the states with the most popular votes.

Example Thirty Three : pages 379 and 380

CHAPTER 12 THE PRESIDENT

Topic : Who Can Become President ?

Quote : “ The requirements for becoming president are not overwhelmingly stringent .” (Then quotes the requirement from the Constitution)

Quote : “ The only question that arises about the qualifications relates to the term *natural born citizen*. Does that mean only citizens born in the U.S. and its territories ? What about a child born to a U.S. citizen (or to a couple who are U.S citizens) visiting or living in another country ?”

Quote : “ Although the Supreme Court has never directly addressed the question, it is reasonable to expect that someone would be eligible if her or his parents were Americans.”

Quote : “The first presidents, after all, were not even American citizens at birth and others were born in areas that did not become part of the United States until later

Quote : “ Those questions were quickly dismissed because it is clear that children born abroad to American citizens are considered natural born Americans.”

Comment : The problem here is with the terminology and meaning of the word “natural”. Natural born does not mean “natural childbirth”. But in keeping with the Founders strong belief and reliance on “Natural Law”, wherein Natural Law is above and superior to man’s written law.

Natural born citizenship therefore means citizenship acquired “naturally” (via Natural Law) from the citizenship of the parents. (and the country of birth). A natural born citizen acquires citizenship via natural law, and not by man’s law. It is a circumstance of the birth. Not “Where” the child is born, but to whom the child is born.

The Founders understood a *natural born citizen* to be a child born in the nation to parents who are U.S. citizens. Both parents had to be citizens.

Thus a child born in the United States to two foreign parents becomes a U.S. citizen by virtue of the 14th Amendment and 8 USC 1401, but is NOT nor ever can be a “natural born citizen.” And is thus NOT eligible to be President.

None of this is explained or addressed in the textbook, and while some of the text agrees with birth to citizens being a natural born citizen, it does not address nor defray the notion that merely being born in the USA to even foreign parents qualifies one to be president. And in so doing, it endangers the nation by introducing the potential that the founders carefully tried to avoid by requiring that none but a *natural born citizen* may become president of the USA. In other words, it places in the minds of students that *Any U.S. Citizen* or person born on U.S. soil may be president.

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Thinking About Psychology

Author Charles Blair-Broeker & Randal M. Ernst

Publisher or Producer Worth Publishers

Copyright Date: 2013 Edition: 3rd ISBN: 1429233265, 9781429233262

Request initiated by _____

Telephone _____ Address _____ Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

~~I found this appropriate for this age group.~~

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material?

4. For what age group would you recommend this material? This is appropriate for high school age students.

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format? _____

Signature of Complainant

9/7/2013

Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Psychology - "A Discovery Experience"

Author Franzoi

Publisher or Producer Cengage

Copyright Date: 2011 Edition: _____ ISBN: 9780538447065

Request initiated by: _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
p. 268 "Gender Differences in Friendship Intimacy"
2. What do you believe is the theme or purpose of the material?
to make males feel like they need to "feel more comfortable" expressing tenderness and affection toward their male friends.
3. What do you feel might be the result of a student using the material?
According to the text, males will "lack the emotional strength." Men & women have different relationships because they are different. I see this as trying to feminize men.
4. For what age group would you recommend this material? none A man's friendship with another man isn't usually
5. Is there anything good in this material? Please comment. physical or affectionate
no
6. Would you care to recommend other materials of the same subject and format? no

Signature of Complainant

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State Department of Education
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Nashville, TN 37243-0379

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SEP. 9 2013

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☐ Textbook Series

☐ Other _____

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Do you represent:

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☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

p. 285 - "Perceiving Family and Work Conflicts"

2. What do you believe is the theme or purpose of the material?

I believe this section promotes an agenda where it is beneficial for women to work outside of the home. Where does it talk about the benefits of being a stay-at-home mom? While it is beneficial for fathers to be involved, the author must not realize

3. What do you feel might be the result of a student using the material?

that most fathers are working. I think that promoting the "working mom" / too - unless they are deadbeats, over a "stay-at-home mom" sends a message that women should work outside and puts women who choose to stay at home to raise their kids in a negative light.

4. For what age group would you recommend this material? it is non-essential information

5. Is there anything good in this material? Please comment.

no

6. Would you care to recommend other materials of the same subject and format?

No

Signature of Complainant

Date

Please return completed form by September 7, 2013:

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State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

Public Comment Form

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Request initiated by _____
Telephone/ _____ Address _____
City _____ State _____ Zip _____
Do you represent:
☒ Yourself
☐ An organization (name) _____
☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
specific section pertaining to long time users of marijuana
and the effects of learning difficulties.
Critical Analysis - "Why do you think long term users no longer
showed memory and attention difficulties after not using marijuana for a
month compared to when long term
2. What do you believe is the theme or purpose of the material?
to downplay an illicit drug / condone usage
show that using the drug is not disabling
the drug to
12 kids?
3. What do you feel might be the result of a student using the material?
that it is acceptable and has no negative impact
on your brain
4. For what age group would you recommend this material?
none ~ it is sending a mixed
message
5. Is there anything good in this material? Please comment.
It probably provides a good argument when a parent
finds a nickel bag of pot and tells their kid that they
are frying their brain. The kids can argue that it
doesn't affect their brain.
6. Would you care to recommend other materials of the same subject and format?
no, I believe
it is unrelated to anything that students need
to be taught at an impressionable age

Signature of Complainant

9/5/13
Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
Gibbs Smith Education, *Tennessee Through Time: The Later Years*
Student Edition, Carole Bucy
2008 ISBN 1-58685-806-8**

General Comments:

This history of Tennessee text contains a wealth of historical information about many aspects of the state's history. It is comprehensive and integrates events from U.S. history with that of Tennessee history where appropriate. It contains excellent photos, informational insets, and timelines that help the student synthesize information. This text is visually engaging for the intended audience.

There are a few areas of text that might be more accurate with some slight revisions, which are detailed below. ICS commends Gibbs Smith Education for its commitment to accuracy and excellence in this text and hopes to collaborate further in the future.

p. 89, student text, The Golden Door, **Change:** "They were hopeful their arrival at Ellis Island was the beginning of a golden future."

It is appropriate here to mention Ellis Island as the point of entry for immigrants.

p. 94, student text, **Change:** "One of the most important union organizers in America was Jewish American Samuel ~~E~~Gompers."

In keeping with the publisher's practice of identifying ethnicities of notable Americans, Samuel Gompers should be identified as Jewish.

The correct spelling of his name is "Gompers" with a G. Its spelling here with a C is a typo.

p. 204, student text, German "Supremacy," **Add:** "He unfairly blamed the Jews for Germany's loss in WWI, for Germany's economic troubles during the Great Depression, and for almost everything else he felt was wrong with Europe."

Since these things were not really the fault of the Jewish Germans, the text should add an appropriate caveat so students understand this point, that this blame was not warranted and therefore unfair.

p. 211, student text, **Change:** "More than 6 million Jews ~~died~~ were murdered as the result of Nazi policies, both in and out of concentration camps. ~~But they were not the only ones.~~ Hitler also ordered the ~~death~~ murder of many other people.... Altogether Nazi German soldiers murdered more than 12 million people ~~died at the hands of Nazi German soldiers.~~"

Died is a mild word to describe what should appropriately be termed *murder*.

The second sentence minimizes the weight of the prior sentence and is unnecessary since the third sentence goes on to describe other victims of Hitler and the Nazis.

The fourth sentence is stronger in the active voice and with the word "murdered" as the active verb.

p. 230, student text, A Powerful New Weapon, **Add:** "...Roosevelt received a startling letter from the famous Jewish scientist Albert Einstein."

See above for identifying ethnicities of notable Americans.

p. 231, student text, right column, J. Robert Oppenheimer and Atomic Destruction, **Add:** “The lead scientist in charge of creating the atomic bomb was Jewish American J. Robert Oppenheimer. ... Oppenheimer said he was reminded of a quote from a religious Hindu text, ‘I am become Death, the destroyer of worlds.’”

See above for identifying ethnicities of notable Americans.

In order not to mislead students that the quote is from a Jewish source, it should be noted what religion is the source of the aphorism.

**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
Gibbs Smith Education, *Tennessee Through Time: The Later Years*
Teacher Guide
2014**

General Comments:

This teacher guide is an extremely thorough aid for the instructor to make effective use of the student text. It includes a review of state standards, sound pedagogical recommendations, valuable discussion questions, creative activities, and assessment materials that are ready for use.

Note: Appropriate page numbers still need to be added to some references to the student text.

p. 221, Teacher’s Guide, **Change:** “Write an informative text ~~comparing~~ describing the Holocaust in Europe ~~with~~ and the Internment of Japanese Americans.”

Comparison can be problematic in this context as it may lead to judgments of who suffered more, whereas describing focuses students on understanding both events/experiences.

p. 223, Teacher’s Guide, Chapter 6 Resources, Websites, **Add:** “One Clip at A Time: the Paper Clips project.”

A site to help educators implement this innovative Holocaust education project. One Clip at a Time is a nonprofit organization based in Chattanooga, Tennessee sharing an engaging and interactive service learning program and accompanying educator’s kit for students in 5th grade and above. This project was explored in the documentary *Paper Clips*.
<http://oneclipatotime.org/paper-clips-project/>”

p. 230, Teacher’s guide, Literature Link, **Change:** “How might some Europeans have tried to help their Jewish friends so they wouldn’t be ~~killed~~ murdered by Hitler’s soldiers?”

Killed is a mild word to describe what should appropriately be termed *murder*.

p. 230, Teacher’s guide, Literature Link, “To help students better understand the experience of Europeans during World War II, spend some weeks reading Lois Lowry’s award-winning novel *Number the Stars*.”

While this work of fiction is an age appropriate portrayal of WWII, the role of non-Jews, honored as Righteous Gentiles at Israel’s Holocaust Museum Yad Vashem, might require further explanation. The role of non-Jews, Righteous Gentiles, who saved Jews during the Holocaust

should be mentioned, but it should also be noted that the vast majority of people did nothing and many collaborated with the Nazis.

Contact:

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#26 World History: Ancient Civilizations Through the Renaissance, Houghton Mifflin Harcourt
Proposed Tennessee Textbook – Review by Hal Rounds

The following criticisms are focused on elements of content of this proposed text that fail to identify or characterize critical segments of the history of the world. I did not read most of this text, but light scanning of random points suggests most of it is acceptable or better.

The following observations, however, indicate a propensity to gloss over or actively misrepresent the history of entire civilizations that have been in a conflict for over a thousand years, a conflict that is not resolved even today.

In presenting the elements of this conflict through history, the introductions of various civilizations or religions are configured to frame their later actions so the student will judge them in a manner that satisfies the political agenda of the author. Specifically, Islam is great, merciful, creative, and tolerant. Judaism is good, too, but terribly victimized, mostly by Christians. And Christians are abusive, disorganized, ignorant and exploitive.

This characterization is not true. It is certainly not a good picture to use to introduce the student to the origins of his own culture, history and heritage.

The criticisms will identify the particular pages and statements that are criticized. Unfortunately, the criticism could not be brief without omitting a clear exposure of the subtleties of the misrepresentations in the text.

P 218 - The text discusses “A golden age of Jewish culture in the AD 1,000s and 1100s. During this period, for example, Jewish poets wrote beautiful works in Hebrew and other languages. Jewish scholars also made great advances in mathematics, astronomy, medicine, and philosophy.”

This comment in itself is accurate and useful. A similar comment is offered in the sections on Islam. But not Christianity. Why? (By the way, I ask that as you read these words under a light bulb, in an air-conditioned room, powered by distant generating plants, while your car sits out in the parking lot. Etc., etc.)

When explaining the appearance of Judaism, the full impact of their new world view is inadequately addressed. For instance, it might be useful to help students understand the impact of monotheism on how societies were organized. The model of a single, creating, God, whose commands and guidance were recorded rather than passed on by oral tradition, gave mankind a new way to look at their social organization. These ideas led them to rely on consistency, both through having only one source of their rules, and a reference to those rules and traditions that did not depend on the faulty memories and understanding of successive generations of oracles.

While Judaism deservedly receives notice as the title concept of two sections (P 208 and P 214 (Sections 2 and 3, respectively)), Christianity is inserted in the history of Rome as merely “A New Religion.” (P 334)

P. 334 - Compliment - The text does a fair job in introducing Christ and his teachings. This introduction, however, is relatively brief. Subsequent pages touch on Christian history, and quickly touch on the persecution they suffered under Rome, until Rome adopted Christianity as its official religion.

P. 335 – Compliment - The text, here and elsewhere, does a good thing by identifying the years as “BC” and “AD.” Those who try to sterilize this numbering system by converting to “BCE” and “CE” are effectively trying to benefit from those who invented the original system without crediting them, by hiding their process and values from the students, whose lives are partially guided by those processes and values. No text should attempt to use such intellectual liposuction to suit their political agenda by changing the shape of our foundations. This text is to be commended by avoiding that form of wrongdoing.

P. 337 – Paul’s teachings: The text’s story of Christianity’s spread shows, but it is not specifically explained to the student, that the spread of Christian teaching was by persuasion, not force. Understanding the Christian impact on the world cannot be clear unless it is pointed out the peacefulness of the religion, and its endurance despite forceful opposition, even at its beginning.

P. 348: Islamic and African Civilizations.

The creditable presentation of Judaism in two of the text’s “Sections,” is followed by a fair but subdued presentation of the beginnings of Christianity, positioning this religious system as merely one thing that occurred within the story of Rome. Then, with emphasis and drama, the story of Islam is introduced as a full, separate, unit containing many sections, as if all preceding human history was just the growth of a drab plant, but Islam was, at last, the joyous blossoming of its beautiful flower.

From the beginning, this Unit’s structure, which merges the story of Islam with that of Africa’s various civilizations, is a serious misrepresentation. It suggests compatibility rather than submission. The history of Islam in Africa is one of enslaving rather than proselytizing the black races in Africa. While the northern, Arab, Africans were integral parts of the expansion of Islam, the sub-Saharan, black, Africans were primarily affected by Islam as victims of their slave trade. Even today, the primary source of converted blacks to Islam is by conquest rather than persuasion. This is in contrast to how Christianity spread, and it is important for the student to be exposed to this fact.

For this reason, the two-page illustration introducing the story of Islam on page 348, portraying early black Africans as free Muslims is a serious misrepresentation. The scene supposedly shows Leo Africanus offering a gift to his host on a trip into the

“West African Songhai Empire.” While this picture portrays Leo as a black African, the real Leo was born in Spain as a Moor, and was part of the final departure of the Moors from Spain upon the loss of Granada. He was of Euro-Arab ethnicity, and not a black African. His travels into dark Africa were after the voyages of Columbus, which the student is not shown, and which is an important element in understanding the posture of Islam in Africa at that time. Leo Africanus represents the explorations of Islam into the slave-rich continent from north of the Sahara at the same time that the Europeans were making similar probes from the Atlantic.

P. 350 – “The Islamic World” - This agenda becomes clear immediately with the introduction of Islamic teachings. The indoctrination begins with a project, at the bottom of this page, to create a children's website portraying Muhammad and Islam:

“A Website For Children

Design a website to tell children about the life of the prophet Muhammad, the religion of Islam, and the history and culture of the Muslim people. You'll design five pages ... Who was Muhammad ... And Islamic Cultural Achievements...”

It is curious to have a text take on projects for Islam that would be considered improper for Christians or Jews to ask for their religion. And, as the students are asked to extol the achievements of Islam, the aerial photo on this page, of massed Muslims praying in Mecca at twilight, is illuminated by electric lighting – invented by Thomas Edison.

P. 352 - The student is told, with excited wording, that

“... In this chapter, you will learn about the origins and geographic spread of one of the world's great religions, Islam. You will read about the founder, Muhammad, and how the United much of Arabia under Muslim rule. You will also learn about great conquests and powerful Muslim rulers. Finally, you will read about the outstanding achievements of Islamic scientists, artists, and scholars.”

A student will not expect, from this introduction, to see the bloody reality of the “great conquests and powerful Muslim rulers.” The necessary, honest portrayal of the spread of Islam compels a more complete picture.

This introductory comment is followed by instructions to encourage the student to get the most out of his reading. It tells the student to look at a passage and ask himself questions such as who, what, when, where, why, and how. The passage used as an illustration extols the achievements of Akbar, the Mogul Emperor. It tells how Akbar, ruling much of India began religious tolerance and relieved the oppressive Jizya tax levied upon non-Muslims. In this effort to portray Islam as tolerant, the explanation fails to point out that Akbar in fact invented his own deviant form of Islam that incorporated significant features of Christianity, Hinduism, and other

local beliefs. His actions were so radical, in fact, that his Islamic contemporaries charged him with blasphemy.

To portray Akbar's rule as illustrative of Islamic practices is diametrically opposed to it's true character.

P. 356 - The characterization of Muhammad's teachings are again misleading. The repeated return to explaining Islam's taxes ("Zakat" is the name of this tax, and it and its rules should be explained to the student.) to support the poor is presented as some sort of socialist egalitarianism. It is not. It is designed to support only those people who are Muslims, all others are forbidden to receive it.

P. 357 - Muhammad's ejection from Mecca is portrayed as a voluntary relocation to Medina. The spread of Islam upon Muhammad's arrival in Medina is reported with absolutely no exposure of the intensity and viciousness of the conquests that accomplished it. "Other tribes began to accept Islam" completely hides the fact that target cities that did not accept Islam were slaughtered and their skulls piled to form ghastly pyramids.

Muhammad's death in the year 632 is reported without any account of the 10 years of aggression and slaughter that preceded it. The earlier encouragement to the student to look at a passage and ask "how?" Is clearly frustrated by these omissions. At the bottom of the page the student is asked to write about Muhammad, and encouraged "to think of Muhammad's life in 3 parts: "Early Life," "Muhammad Becomes A Prophet," and "Muhammad's Teachings." But the most critical phase of Muhammad's introduction of Islam is neglected: "Muhammad as a Warlord."

How can the student understand Islam if this line of questioning is never pursued?

Page 358 – "Islamic Beliefs and Practices" – (Why is there no such separate section for Judaism or Christianity?)

This Section begins by imagining a scene for the student to consider, where he is a resident of Mecca during the great annual pilgrimage. The question is asked to the student "What might draw so many people to your city?" I am tempted to answer "Jim Jones." But all these people are gathering, not yet tasting the Kool-Aid.

At the bottom of the page, the text explains that on "the final day God will judge all people. Those who have obeyed his orders will be granted life in paradise... a beautiful garden full of fine food and drink." The text, again, omits a critical part of the features of Muhammad's paradise:

"There will circulate among them [servant] boys [especially] for them, as if they were pearls well-protected." Sura 52-24

Little boys should learn of this vision of Muhammad's

P. 359 - The "Guidelines for Behavior" are summarized. The Quran is described as the holy book that describes guidelines for worship, behavior and social life. It points out that Muslims are not to eat pork or drink alcohol. It does not explain how the "eternally-young servant boys" will circulate in paradise: "with vessels, pitchers and a cup [of wine] from a flowing spring. ... No headache will they have therefrom, nor will they be intoxicated." (Sura 56-18 & 19)

Only then does the outright misrepresentation of Islam become blatant. The author claims:

"Although slavery didn't disappear among Muslims, the Quran encourages Muslims to free slaves.."

This assertion is an amazing abuse of the words "didn't disappear."

The assertion relies on one part of the Quran, where Allah is not clearly limiting the encouragement of slave manumission only to those who are Muslims. Indeed, Muslims were not to be enslaved unless as captives in war. But there was no effective limitation to capturing and enslaving non-Muslims. The Islamic trade in black African slaves began earlier than the European trade to the Americas, and lasted long afterwards, a total of 1400 years against the 400 years of European slave trading. This trade by the Muslims was not limited to enslaving Africans- the Barbary Pirates made a practice of raiding as far away as the British Isles, and over several centuries a total estimated at over one million English and Irish were captured in their own coastal villages and taken away to be slaves in Arab lands, never to return.

Only later in the text is mention made of Janissaries, the African slave trade by Muslims, and other instances of the continued practice of slavery in Islam.

The author also notes "Also, women in Arabia had few rights. The Quran describes rights of women..." This would suggest that the rights of women are significant.

The idea that women in Islam have rights as we understand the rights of independent individuals is bitter comedy. While they may do some things like owning property, they had better do so indoors, or accompanied by a male relative in public, covered in black clothes. Their sex lives are ones of service to their male mate, and their marriages are also at his indulgence.

Notably, the waiting period upon being divorced by her husband, before the ex-wife can be taken by another man, is graphically limited to expiration of menstrual periods sufficient to ensure no child will be lost to the man by her departure. And it also describes the waiting period for wives divorced who are too young to menstruate. (Sura 65-4). Disobedient wives are to be beaten, if they miss their chance to obey peacefully: Sura 4:34:

“Men are in charge of women by [right of] what Allah has given one over the other and what they spend [for maintenance] from their wealth. So righteous women are devoutly obedient, guarding in [the husband's] absence what Allah would have them guard. But those [wives] from whom you fear arrogance - [first] advise them; [then if they persist], forsake them in bed; and [finally], strike them. But if they obey you [once more], seek no means against them. Indeed, Allah is ever Exalted and Grand.”

In the second column of P. 359, perhaps the most flagrant attempt to veil the true nature of Islam is found, where the author cloaks the meaning of “jihad” with his distortedly benign meaning that “Jihad refers to the inner struggle people go through in their effort to obey God and behave according to Islamic ways.” Careful sampling of the Quran will shatter this mirage:

Sura 47-4 expresses the demands of Allah in the struggle that is Jihad:

‘So when you meet those who disbelieve [in battle], strike [their] necks until, when you have inflicted slaughter upon them, then secure their bonds, and either [confer] favor afterwards or ransom [them] until the war lays down its burdens. That [is the command]. And if Allah had willed, He could have taken vengeance upon them [Himself], but [He ordered armed struggle] to test some of you by means of others. And those who are killed in the cause of Allah - never will He waste their deeds.’

Yes, the author leaks a glimpse of this truth when he continues, in the character of a side note regarding a supposedly rare variation of the idea being discussed:

“Jihad can also mean the struggle to defend the Muslim community, or, historically, to convert people to Islam. The word has also been translated as ‘holy war.’”

Even that concession appears to be made only to cover any accusations that the author is deceitful.

P. 560 - The proposed text consistently uses the word “God” when referring to “Allah.” The character of Allah is drastically different from the “God” familiar to Christians and Jews, the majority population for whom this text is intended. By using a term that has a particular meaning to the reader, when a significantly different characterization is actually true, the text is hiding that truth from the readers – our students. And in this case, misunderstanding this component of our world can have dire consequences – for these students and for our nation.

This camouflage is most clear on P.560 where the illustration at the top of the page explains the “Five Pillars Of Islam.” The first pillar is to chant daily “There is no god but God, and Muhammad is his prophet.” The Muslim does not pray to or celebrate the same God as other religions do. How can the author excuse his cloaking of their chants to Allah by calling him God? No student innocent of Islam’s details will receive the information he needs to understand his world this way. And no Muslim

will respect the author who tries to hide their true beliefs in this sneaky manner. This is inexcusable.

Farther down on the page, the third pillar is described as giving to the poor and needy. But it is not explained that this “zakat” can only be distributed to other Muslims – it is not permitted to share it with nonbelievers – “kafirs.” All current non-Muslim students should be shown this part of the rules of Islam, and that they are the Kafirs against whom these rules are made.

P. 361 – “Islamic Law” - Here another observation is not fully explained:

“Islamic law makes no distinction between religious beliefs and daily life, so Islam affects all aspects of Muslims’ lives.”

True enough – but the consequences are not even hinted at. Sura 9:29 commands: “Fight those who do not believe in Allah or in the Last Day and who do not consider unlawful what Allah and His Messenger have made unlawful and who do not adopt the religion of truth from those who were given the Scripture - [fight] until they give the jizyah willingly while they are humbled.”

This reveals that Islam is not merely a religion – it is a political system that compels all human society to submit to the commands of Allah, whether in customs of worship, or in any of the laws that operate the society. Allah, not the Constitution, is the source of these laws. All other sources of law are insults to the rule of Allah. This rules out any document offering rules for organizing a nation that start with the words “We the People...” Consequently, Muslims must ultimately conquer or kill everyone who does not submit to Allah – which means accepting his laws regarding daily affairs in marriage, business and all conduct. If they survive the initial Muslim conquest, and do not submit to Allah, all of these Kafirs are permitted to live only if they pay the jizya tax.

P. 362: Section 3, “Islamic Empires” – Why are there no such full sections addressing Christian empires as such?

Upon Muhammad’s death, Abu Bakr became caliph. The author asserts: “Abu Bakr directed a series of battles to unite Arabia.”

Why is the chosen description of this warfare “to unite...?” This is identical to describing Hitler’s devastating aggressions as conducted “to unite” the Europeans.

At least the next paragraph gives some opening to understand the nature of Islam rule: “When the Muslims conquered lands, they set certain rules for non-Muslims living there.” He admits they could not maintain their religious houses, or dress like Muslims. He tells us that Jews and Christians were allowed to continue in their faith, but were “second-class citizens.” This does not expose the fact that these Kafirs could not testify as full citizens; they had to pay the humiliation tax (Jizyah), their

homes could not rise as high as the Muslim ones; they had to rise if a Muslim wanted their seat, and so forth. "Second-class" does not expose this deeply depriving caste system to the student.

P. 363 – "Growth of the Empire"

The conquest of Spain is reasonably portrayed, as is the role of trade in Islam's empires. The fact that these empires busily engaged in the African Slave trade is noted, but only briefly. (By comparison, the far briefer European and American excursions in this trade are dwelt upon almost obsessively later in the text.)

P. 364 – "A Mix of Cultures" - Here is, at last, a better account of the sufferings of Kafir's under Muslim rule. The conquests of the later Muslim empires are briefly noted, with general accuracy, including the subjugation of Constantinople. But, following the denials of Muslim oppression on earlier pages, the appreciation of this exposure is largely suppressed.

P. 368 – Another whole section of the text is here dedicated to praise of Muslim "Cultural Achievements."

The "Big Idea" here is that "Muslim scholars and Artists made important contributions to science, art, and literature." This is true, and the text properly notes in each case that the advances of Muslims in each field were based on discoveries and inventions from civilizations that preceded Muhammad.

P. 371 - "Literature and the Arts"

Here the author notes the important Islamic prohibition against making images of animate objects, including humans. He raises the subject by noting the absence of pictures of humans and animals in Muslim art. This prohibition lies on the dogma that only Allah can create living things, and it is arrogant and improper for a human to act as though he were Allah by painting humans, or even animals.

P 528 The Crusades

P. 529 – The text tells us that the Crusaders marched off to war crying out "God will it!" This may be nit-picking, but only one source tells us there were such cries, and they were from the crowd. It appears that the author is trying to build the impression that the Crusaders were, first of all, fanatics, and second, for wanting war, fools. This is perhaps intended to dull the alarm of any student who hears in current events any cries of the Muslims of "Allahu Akbar!," their perpetual war cry.

The advances by the Christians are characterized as "invasions," while the counter-invasions of the Muslims are characterized as "taking back" the various contested lands. In fact, the Christians were "taking back" lands that had been conquered by the Muslims after centuries of Christian rule.

P. 532 – The "Summary and Preview" claims "In this section you learned how religious beliefs led to a series of wars." This is a misdirected claim: The religious identities of the contending sides was a significant factor; but religion by itself was

not the reason for the First Crusade, nor its successors. The logic needs to be explained:

If the difference between the contenders had only been that one was called “A” and the other “B,” and “A” had withdrawn agreed access of “A” to a location under “B’s” control where “A” used some important resource, like a pencil to write the letter “B”, the cause of war would have been identical.

In the author’s analysis, the cause of that war would have been the alphabetic, rather than religious, identities of the parties – and that would be a wrong analysis. It was the taking away of an agreed upon access privilege (to the pencil), that led the dispossessed population to feel war was justified to regain that privilege, not whether that privilege was religious in nature; or, in the case of our alphabetic contenders, whether their letters differed.

By failing to ensure the logic of the analysis is valid, the author of this text is actually weakening the analytical skills of the student reader.

P. 546 – Again the author drastically mischaracterizes the events in a way that suggests a political agenda.

In the “If YOU were there...” introductory example, the author creates the following mental picture:

“You are a student at a university in Córdoba Spain. Your fellow students include Christians, Muslims, and Jews. But a new king and queen want all Muslims and Jews to leave Spain.”

The problem with this scenario is that deeply significant national traumas had preceded this point in time. Spain had suffered some 700 years of oppressive rule under the Muslim Moors, during which all Christians and Jews had been treated by the Muslims as a lower caste of human. Because their beliefs were disapproved, their religion could not be openly worshipped, they had to pay a disbeliever tax, and suffer a multitude of other humiliations. Several hundred years of wars were required for the Christians to liberate their land from this oppression. The “new king and queen” in the example were the sovereigns who had finally completed this “Reconquista.” The lingering presence of hostile elements of the deeply embedded enemy were a threat to the restoration of peace to the land.

These elements of conflict and peril are entirely omitted from the scene drawn by the author; consequently, this is an entirely misleading example. The only imaginable excuse for this skewed picture is to draw, in the students mind, the image that Ferdinand and Isabella, along with other Christians, were oppressive, evil rulers. That is false. They were trying to consolidate and pacify a land torn, for centuries, by oppression and war, by expelling the likely sources of future counterattacks.

The explanations of “heresy” that follow in the text are, because of this introduction, more easily couched in terms of Christian oppression, rather than the never-ending Muslim threat that the people actually responsible for keeping the peace – and, for

sure, preserving the faith – saw as the peril to be addressed and expunged. The followers of Muhammad have never relented in their duty to recover the world that Allah created for only those who will submit to his reign.

The presentation of the Church and state policies in Europe in this regard seems to be carefully crafted anti-Christian propaganda. Admittedly, it is traditional to portray the Spanish policies of this era in this manner; but it is nonetheless a distortion. From the Battle of Tours to the fall of Cordoba, to the Gates of Vienna, to the Muslim ghettos of Paris and London today, the peril has never abated. The student must be exposed to this truth.

P. 547 – “The weakening of Muslim Control” is worded to continue the confusion of the student. “... the once powerful Muslim government of Spain had begun to weaken.”

This was a government of occupation, not of the people. Certainly, many Spaniards had submitted to and joined the Muslim power structure. It is always more comfortable, if possible, to just join the bully’s gang. Some today characterize elements of this psychology as “Stockholm Syndrome.” But the Moorish reign was nonetheless one of oppression, and all who did not accept Allah were Dhimmis, and treated accordingly.

This history must be clearly understood if the student is to understand why the Spanish called their effort a reconquest, rather than, as the author presents it, “[taking] land away from the Moors.”

P. 548 – “Rise of Portugal and Spain”

The description of the accession of Ferdinand and Isabella is accurate enough, as is the story of the Inquisition – by themselves. But, lacking the introductory picture of peril that Spain was subject to as long as enemy activists were still able to etch away at the recent consolidation, the Inquisition seems merely religious oppression rather than a post-occupation “cleansing.” Certainly, the excesses were present, with many senseless and cruel practices; and the processes of cleansing were sometimes falsely directed by power-hungry opportunists against innocent citizens. But that is true of every urgent government effort to subdue disorder. This propensity of government should itself be part of the lesson on the Inquisitions, for it is, separate from the rest of the lesson, something the student needs to learn.

Finally, P R5: The “North America: Political” Map

This page purports to show the significant political entities in North America. It shows the United States as a single undifferentiated political unit. This is a misrepresentation of the political nature of the United States: unlike the political subdivisions in Canada and Mexico, which do not aspire to any degree of sovereignty, it is essential to the nature of the United States that each state is a semi-

sovereign political entity in itself. A map which ignores that essential character will tend to mislead students, whose education should constantly remind them that the states and the federal government have critically different political roles. This map suffers from that failing.

Hal Rounds

B.A. Economics, University of California; JD, University of Memphis

“The Constitution Refresher”

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title **United States History, Beginnings to 1877**

Author _____

Publisher or Producer Houghton Mifflin Harcourt

Copyright Date: _____ Edition: Student ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City State Zip

Do you represent:

☒ Yourself

An organization (name) _____

Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

The review I have made of this text is attached, to provide this information in full detail. The review was made by sampling representative portions of the text. Time was not sufficient to thoroughly evaluate every page. My narrative is highlighted in red font to distinguish it from the actual content of the text.

To summarize – This text is entirely unacceptable, and cannot be redeemed without total re-writing.

2. What do you believe is the theme or purpose of the material?

The overall purpose of the text, of course, is to present the history of the United States for the period named. The purpose of the criticized sections is subject to question.

3. What do you feel might be the result of a student using the material?

The criticisms show that the student will seriously misunderstand critical issues regarding every facet of the settling and organizing of America, how its government was formed, and what the people who did it – and their adversaries – were like..

4. For what age group would you recommend this material? None!

5. Is there anything good in this material? Please comment.

If there is any redeeming content in the text, it is so poisoned with the apparent political agenda or ignorance of the writer that it is entirely unsalvageable. It is a hazard to our children.

6. Would you care to recommend other materials of the same subject and format? No

September 5, 2013

Signature of Complainant

Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title World History: Ancient Civilizations Through the Renaissance

Author _____

Publisher or Producer: Houghton, Mifflin & Harcourt

Copyright Date: _____ Edition: _____ ISBN: _____

Request initiated by: _____

Telephone: Address: _____

City: Christiana State: Tennessee Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

PLEASE SEE ATTACHMENT

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using the material?

PLEASE SEE ATTACHMENT

4. For what age group would you recommend this material? **NONE**

5. Is there anything good in this material? Please comment. **I believe my attached review answers this question pretty thoroughly.**

6. Would you care to recommend other materials of the same subject and format? **Absolutely, just let me know when you will seriously take a look at them.**

September 7, 2013

Date

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Director, Textbook Services

State Department of Education

11th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243-0379

Morgan.Branch@tn.gov

REVIEW OF:

"WORLD HISTORY: ANCIENT CIVILIZATIONS THROUGH THE RENAISSANCE,

Publisher: HOUGHTON, MIFFLIN & HARCOURT

After a pretty thorough review of this proposed World History book, when I was able to start breathing again I found myself asking these questions, and would like for them to be posed to the publisher as well as the Review Committee:

1. Was this book perhaps really written for the purpose of selling it to Islamic Madrasa schools, and possibly it just accidentally fell on to the list of Social Studies books being proposed for 6th graders in the United States, in the State of Tennessee
2. I also found myself asking the question(s) of what this publisher and the author(s) of these textbook have against Christianity that they would simply gloss over its role in the history of this world, but yet devote over 30 pages of very detailed, yet very inaccurate history of Muslims, Islam and Mohammad.
3. Then, I find myself asking if knowledgeable history teachers really did review this book, and if so, how they could possibly have found it to be acceptable for a public school system textbook, with not so much as a peep of concern about the blatant Islamic indoctrination and public relations pomp contained within its pages
4. Last but not least, who owns Houghton, Mifflin and Harcourt, and what could possibly motivate them to want to publish a history textbook that is so very biased, unbalanced and untruthful, and also what do they have against Christianity and its significant role in the history of this World.

So, where to really start this review, well how about the fact that this book contains an **entire UNIT and entire CHAPTER on "The Islamic World"**, totally **25 pages** devoted to that subject, so you might ask, how many pages devoted to major world religions? Well let's see, Christianity which happens to be the largest and oldest (other than Judaism) Monotheistic religion, but I am still looking for the UNIT and CHAPTER on it, guess I'm not going to find it! O.K... so what do we have on Christianity in this book...hmmmm well let's see, it has not Unit of its own, no chapter of its own, and when it is mentioned as a chapter it is combined with "Rome" and Christianity takes a back seat in terms of specifics even to Rome, it would appear that Augustus, Julius Caesar, Justinian and Theodore get more billing than Jesus Christ of Nazareth, and takes a way, way back of the bus seat to the headline billings that Mohammad has in this book. You know I hate having to do this particular comparison, however it is impossible not to, it is a blatant and flagrant Islamic propaganda piece, and is NOT a suitable textbook for our children's classrooms. This publisher I think really needs to probably just stick to publishing for Islamic countries, but not this one.

Let's give another example of material that is completely unacceptable in this textbook:

Mohammad became a spiritual and political leader in Medina, the ONLY thing this chapter references as to why he could not get followers in Mecca was his persecution from other groups, not once into his chapter does it mention his true rise to power was through murder and eradication of the other tribes in Medina "After several years of fighting the people of Mecca gave in."

Gave in, really...the book makes it sound like a game of hide and seek, "oh I just give in"..how about some truth here? Let's try this on for size instead:

"Mohammad was a ruthless and brutal murderer who systematically eradicated any opposition to his takeover, he conquered by the sword or forced conversion or slavery at the end of his sword, period...Mohammad conquered the Jews of Kabir in a surprise raid where he slaughtered them until the rest submitted, and during the raid his men raped many of the women and then took them as sex slaves.

Let's try another:

"Sharia sets rewards for good behavior and punishments for crimes. It also describes limits of authority. It was the basis for law in Muslim countries until modern times. Most Muslim countries today blend Islamic law with other legal systems to govern their people. (PAGE 361)"

Truth: Nothing about that statement could be further from the truth (**OUR TEXTBOOKS ARE SUPPOSED TO TELL THE TRUTH -RIGHT?**).. Islamic law could not possibly be any more contrary to America and our republic's freedoms. Islamic law allows for no freedom of expression, freedom to argue (i.e. our first amendment for starters), and Islamic law in fact stifles and even punishes human rights, it is intolerant and completely totalitarian in nature. It allocates women as 2nd class citizens with fewer rights than men, it allows for honor killings, punishment and torture of homosexuals, adulterous women, and the list goes on.

There is so much more I could write about this book, but I will simply submit this for consideration, it should be sufficient. How could our textbook reviewers possibly have approved of this garbage to be recommended for our children's textbooks?

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

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Author _____

Publisher or Producer Houghton Mifflin Harcourt

Copyright Date: _____ Edition: Student ISBN: _____

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1. To what material do you object? (Please be specific, cite pages, etc.)

The review I have made of this text is attached, to provide this information in full detail. The review was made by sampling representative portions of the text. Time was not sufficient to thoroughly evaluate every page. My narrative is highlighted in red font to distinguish it from the actual content of the text.

2. What do you believe is the theme or purpose of the material?

The overall purpose of the text, of course, is to present the history of the world for the period named. The purpose of the criticized sections is subject to question.

3. What do you feel might be the result of a student using the material?

The criticisms show that the student will seriously misunderstand several issues, primarily regarding the nature of Islam. Other sections were not deeply reviewed.

4. For what age group would you recommend this material? Grade 9 – 12

5. Is there anything good in this material? Please comment.

Shallow scanning leaves me with the impression that most of the other material in this text is relevant and accurate in general. If the criticized portions are corrected, the text should be satisfactory overall.

6. Would you care to recommend other materials of the same subject and format? _____

September 5, 2013

Signature of Complainant

Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

27 United States History, Beginnings to 1877 - Houghton Mifflin
Harcourt Proposed Tennessee Textbook

NOTE: This Text must never be approved and put in front of Tennessee's students.

On the reverse of the title page, the selection of authors is in itself suspect. William Deverell is shown to be a specialist on Southern California, focusing on Mexican and environmental issues. Deborah Gray White, while alleged to be a specialist in American history, demonstrates an exclusive focus on portraying the suffering and exploitation of African Americans. This is hardly a demonstration of a publisher's effort to provide a balanced perspective on the history of the United States. This pairing in itself suggests the text will be serving an agenda, and that agenda will be a harsh judgment of everything in the history of mainstream America. Reading the text confirms this expectation.

P. 15 – “Shared Beliefs” - the section describing the culture of the Indians, particularly in the Northeast of the present-day United States, is an introduction to subtle bias.

“Native Americans also shared beliefs about property. They believed that individual ownership only applied to the crops one group. The land itself was for the use of everyone in the village, and a person's right to use it was temporary. Native Americans also thought they should preserve the land for future generations. These beliefs contrasted sharply with those of Europeans—a difference that would cause conflict.”

The description of Indian policies regarding property starts with a valid base, and then invents imaginary and judgmental extrapolations. The author is correct in identifying that the Indian policies would eventually cause conflict with the Europeans who attempted to become their neighbors. It was a critical element of European culture, that fed their successes and explorations, that part of a human's right was to own property, and utilize it. The failure of Indian perception of the link between the person and the property he uses, and the advantage to the society of his ability to protect it and what he has done with it, was directly responsible for the landscape that the Europeans, upon their first arrival, perceived as a waste of plentiful resources. The Indians in the northeast struggled against nature in temporary villages, consuming what nature had amassed around them, and eventually moving on. The Europeans saw the land thus left unused as a resource that God meant to be used more permanently. They invested in adapting the land to their methods, where the Indians had adapted themselves to that land, changing what they hunted or grew to suit the immediate necessity. The Europeans found repeatedly, despite various socialist experiments, that the permanence and productivity that gave them comfort and security was dependent on each citizen having the incentive to produce that only personal ownership of the property, including land and improvements, implements, and personal items, could provide the incentives to work that led to success.

Up until the 1960s, Americans scornfully referred to people who reneged on promises and gifts as “Indian givers.” This reflected centuries of troublesome relations that stemmed from impermanence of Indian concepts of property. The student should be shown, when discussing this issue, the consequences of the policies regarding property in each of the 2 civilizations. This difference was a critical element in the European population growth, which exceeded that of the Indians in just a few years after settlements in each area. (Note: in New England and other areas the legendary disease-related Indian population impact was minimal. The European population growth simply accelerated beyond that of the natives.)

Much of the legend of Indian environmental preservation has arisen simply from their policies regarding property, and its failure to create a stable residential and technological impact for the benefit of its advocates.

P. 38 – “Viking Sailors Reach North America” - **The text states:** “They came from Scandinavia, a peninsula that includes the present-day countries of Denmark, Norway, and Sweden.”

Denmark is not on the same peninsula as Norway and Sweden.

P. 39 - “Riches in Asia “ -**The text states:** “... Europeans had several reasons to explore the world.... They hoped to bypass the merchants who had a monopoly on, or economic control of, the Asian products that reached the Mediterranean.”

It is important for the student to understand, even in a history of the United States, that the reason Europeans in the late 1400’s wanted to “bypass the merchants” was because the merchants of Constantinople they had been dealing with had been conquered in 1453 by the Islamic Ottoman Empire, and the Muslims had essentially closed the overland “Silk Road” to Asia to European commerce.

P. 40 - “Technological Advances” – **The text tells us that caravels used lateen (triangular with a spar forming the top edge) sails. This was the predominant configuration, but square sails were generally available for running with the wind, and later caravels usually rigged a combination of the two types.**

P. 42 – Columbus is described as sailing for “new lands.” No – he sailed for China, an “old land.” The “new lands” simply got in the way... And, on

P. 45, The “Columbian Exchange” discusses the horrors of European diseases among the native Americans. No mention is made of the New World diseases that were brought back to the Old world, such as syphilis. And the claim that the European diseases killed 90% of the Indian populations is another popular exaggeration. While some areas suffered such losses, others suffered little if any. The overall impact was certainly huge, but not as represented. Little note is made that the European immunities were inherited from the survivors of the plague and other diseases that had earlier devastated the Old World’s populations. The problem was devastating plagues, not Europeans, but the story is told to create the opposite view.

P. 58 – “What You Will Learn” box, item #2: “Europeans enslaved millions of Africans and sent them to work in their colonies.”

Europeans did not generally do the “enslaving.” This is critical for the student to know – Europeans bought Africans who had already been captured and enslaved by other Africans. The profits from this trade did, indeed, motivate the African slave-takers to increase their tribal wars of conquest – but it was they, and not the Europeans, who started the experience of slavery for the victims. It was their choice to profit at the expense of their brethren.

P. 59 – “The Slave Trade - Middle Passage”

Here we begin the traditional portrayal of how slaves were captured and sent across the Atlantic. The author is to be commended for noting that the slaves were taken by their countrymen, though the misleading term “often” is used to describe this virtually exclusive practice. It remains much more politically correct to suggest that Europeans did the enslaving.

“The middle passage was the voyage across the Atlantic Ocean that enslaved Africans were forced to endure. Africans were packed like cargo in the lower decks of the slave ships. The slaves were chained together and crammed into spaces about the size of coffins. The height between the decks was sometimes only 18 inches.

“In this confinement disease spread quickly, killing many Africans. Others suffocated or died from malnutrition.... It is estimated that one out of every 6 Africans died during the middle passage.”

The author cannot be blamed for not rising above the traditional portrayal of the Middle Passage voyage. But he and his peers must be chastised for failing to show the student that the technology of sailing ships of that era gave little choice, and that voluntary immigrants coming to the Americas from Europe suffered from nearly the same degree of confinement, disease, and death. Ships of that era were all wooden, dirty, slow, crowded and perilous. Yes, the slaves were chained and the immigrants were not. The hackneyed and universally highlighted drawing of the slave arrangement on the ship *Brooke*, celebrated on P. 62, of slaves laid out below decks, to show the sardine-like crowding ignores critical elements, such as the other decks, placement of the mast footings, capstan, crossbeams, ladders, hatches, and other seagoing necessities of every ship, slave or otherwise, of the era. This drawing was a plan, but not one that was normal. Furthermore, it was a plan only for the sleeping arrangements. Exercise and cleaning, such as it was, spread the slaves (or immigrants) on other decks, so the portrayed crowding was not 24/7. Therefore, as a portrayal of how slave ships operated, it is an extreme, and should not be used to indoctrinate our students their history.

Were slaves loaded as densely as possible? Sure. But they could not remove essential structures or supplies to do it. And immigrant ships were subject to the same demands and limitations.

Yes - immigrants were generally stuffed into berths that were mere shelving put up by the ship's carpenter – as done for slaves. These shelves were taken down upon offloading either immigrants or slaves, for the ships had to take on other cargo for the return voyage across the Atlantic. The captain had the lawful power to whip or hang an unruly immigrant or sailor as readily as a slave, for the lives of all on board depended on his maintaining order. Sailors typically banged hard biscuits on the table in order to jar loose the weevils – no preservatives existed to keep their food fresh, and they certainly did not feel a need to treat the immigrants or slaves any better than themselves.

That the slaves' voyage was involuntary and chains were used to control them must be shown. But to incessantly portray the Atlantic crossing as only – and intentionally - unpleasant for Africans is simply a lie. Honorable scholarship would expose students to the whole truth – crossing the Atlantic in a tiny, crowded, wooden sailing ship was disgusting and perilous for everyone.

Slavery was – and is – evil not because of the voyage, or the treatment or work at the end, but because of the deprivation of liberty. Moving to a new world was not a joy ride for anyone – the slaves did not have a monopoly on suffering.

P.60 – 61 “African Diaspora” –

“...some slaveholders provided adequate food and clothing for their slaves. However, severe treatment was very common. Whippings, brandings, and even worse torture were all part of American slavery.”

Here the author relies on mixing rare with common discipline methods, and relies on the students' ignorance of norms for the era in order to create the impression that American slavery in general was hatefully cruel, and deviant from period norms for humans in general. Suffice it to say that whippings were, indeed common. But they were common for anyone who committed minor offenses. For children, free white or black slave, the rule was “spare the rod and spoil the child.” For sailors, the “cat-o-nine-tails” was the lash that quickly remedied disobedience, minor thefts and other offenses at sea. Everyone who misbehaved was subject to the belief that justice required swift and memorable physical punishment. That it was unpleasant was the whole idea of how discipline was to be effective – for freemen or slaves, white as well as black. It was not considered torture, but an application of Biblical limitations of how many “stripes” were fair for the offense committed.

Brandings, however, were inexcusable – and uncommon.

To describe the proportion of masters who were “kindly” and provided “adequate” food and clothing is another editorial choice that reflects an agenda. Merchants

offered specialized goods that were manufactured especially for slaves, such as brogans (boots with the low, wide heels that were better in fieldwork than the higher heels of the whites contemporary styles.) These offerings met the demands of the market, where slave owners were constantly looking for such practical – and humane – slave goods. The deviations were the cruel slave owners, not the provident ones.

Again, it is a disservice to pollute the minds of students with distorted representations of American slavery. And the representations in this book tend to such distortion.

P. 64 – 65 – “Framing Historical Questions” - This is a good presentation of ways to improve learning by effective questioning. Unfortunately, on the very next page, a failure to apply this advice is committed by the author. Under the visual of “Early Exploration and Settlement,” the “Causes” include “Spread of Christianity.” The author has apparently failed to ask “Did the missionary efforts accompany or follow the initial exploratory voyagers?” The answer would be “Follow.” So the desire to share the blessings of belief in the true faith was a reaction to the discovery that people in the newly discovered lands had never been given the gift of belief, and it was a genuine (at first, at least) desire to do good that drove the men of God to accompany, and perhaps occasionally inspire, subsequent exploration and settling efforts.

To spread Christianity was not a cause of exploration, but rather an incident of it.

The failure to practice what the text shows is good analytical thinking is a failure to actually teach it, and the student loses his own opportunity to increase his analytical skills as a result.

P. 77 – As a general comment, this page repeats the distorted representation of the cruelty of slave owners. However popular and universally promoted, drawing the exception as the rule is dishonest.

P. 79 – “The Mayflower Compact” – This section, relating the settlement of the Plimouth Colony (as it was originally spelled) omits the most significant lesson of social and economic organization learned by the sad experiences the colony suffered in its first attempt – a “common wealth,” which was essentially a commune-like plan. That plan failed, and the leaders finally resorted to allocating property (yes, in contrast to the customs of the Indians) to individual families, and encouraged them to fend for themselves – essentially individualistic capitalism. This was not mere tossing a fish in with the corn seed, it was a productive labor plan – and it worked. It is the process primarily credited by Bradford with turning the failing settlement around, and leading it to the successful Massachusetts Colony that followed.

Once again, the text hides the real lesson of initial settlements by the English: That socialism is a deadly failure when left on its own, and capitalism is necessary to the creation of goods and services.

P. 80 – “Pilgrim Community” - This page hastily skirts around the private rights experience noted above, but does so in a way that continues to veil the important lesson regarding contrasting economic systems from the student.

P. 84 – “Higher Education” – The establishment of Harvard is noted, but critical perspectives incorporated in its founding are omitted: First, the student should have highlighted to him that the Massachusetts Colony had prospered and grown sufficiently only 16 years after the Mayflower and its initial struggle to allocate resources to a college. This was a phenomenal blossoming – creditable to the conversion from socialism to capitalism - that should be firmly lodged in the students’ consciousness. Second, it is represented that the purpose of Harvard was only to educate ministers. But the Charter of Harvard, executed in 1650, declared the purpose of the colony to provide for the education of the “English and Indian youth” of the area. This inclusion of the Indians as equal members of the community stands in stark contrast to many current portrayals of the settlers as avaricious exploiters of the natives and their resources. The student needs to have this pointed out to him, as well.

The text does not do that.

P. 94 – “Middle Passage” – This section is a re-hash of the discussion of the same subject that first appeared on P. 59. For criticisms of the misrepresentation, apparently replayed to etch the dogma firmly into the students’ minds, see the reference to P. 59 and following pages, above. What would be the author’s reason for rehashing the exciting tales of cruelty to slaves?

P. 95 – “French and Indian War” – The paragraph under this title actually tells of King Philip’s War, and perhaps the section should start with that identification. But the omission here is that the King Philip’s War started with the Swansea Massacre – an Indian attack without warning on colonist civilians. The wording of Metacom’s supposed complaint against the settlers is also misleading: “... opposed the colonists’ efforts to take his people’s lands” clearly claims that the expansion of colonist land ownership was by simply seizing land of the Wampanoags. But remember the concepts of property, even admitted by the authors on P. 15 (see above). King Philip could not have objected to colony expansion for a reason denied by his own culture – that land was subject to permanent claims of ownership. In fact, the general presence of the English was his objection – a racist and cultural bigotry, if you will. By this time the numbers of colonists exceeded that of the local Indians by a factor of three or so. Aside from various deals that may have involved individual cheating, the acquisition of land by colonists attempted to be fair, considering the lack of similar concepts of ownership by the Indians with whom they were dealing.

Again, the student must learn how the cultural differences played a role, but that Metacom's simple violent hatred was the cause of that war – which proved a fatal mistake for him, not to mention his people.

P. 112 – “First Continental Congress” – The timeline portraying Patrick Henry's “Liberty or Death” speech is simply wrong, and seriously misleading. The First Continental Congress met in fall 1774. Patrick Henry did not make his speech following that gathering of unofficial colonist representatives. The noted English abuses of their subjects in the colonies continued through the following months. The Virginia Convention –unofficial representatives, who had been ejected from the House of Burgesses when it was dissolved by royal authority the previous year - met in March of 1775 to consider possible actions, after they had tried to negotiate some compromise with Parliament, and Parliament had scornfully dismissed their efforts. After some members had advocated further efforts at compromise, Patrick Henry made the speech cited in the text. That is an important difference from the picture drawn by the authors, and the broken timeline distorts the nature of the tensions that the British had irritated.

P. 114 – This page continues the story of the day the Revolution began, and is reasonably accurate, though the characterization of the Minutemen's tactics is woefully off. They did not “charge.” They made innumerable, brief, harassing attacks from behind cover as the Redcoat columns wearily marched back toward Boston.

“Second Continental Congress” - It should be pointed out that this body was entirely unofficial at its beginning. Lacking any authority as a legislature, and its members similarly lacking any chartered authority from their colonies, it was just a bunch of citizens who had agreed to take matters into their own hands, with general agreement from many of their neighbors back home. It is important to show the student that the American Revolution genuinely started as a citizen action, with no authority but the desire of the people to take charge of their own destiny.

P. 120 – “Because of persecution by Patriots, more than 50,000 Loyalists fled the colonies...”

Using the supposed explanation that the Tories were expelled due to “persecution by Patriots” is plain propaganda. The Tories (including those of my ancestors who fled to Canada at that time) were not mere innocent neutrals. They were expressly enemy sympathizers, living amidst the Patriots who were struggling to establish their new nation. You do not “persecute” enemy sympathizers, you fight them. The authors must characterize the parties to the conflict accurately in order for the student to understand the nature of the conflict, and the consequences of the enmities it necessitated.

By choosing to tell the student that the Patriots “persecuted” their enemy neighbors, you create the erroneous belief that the Patriots were mean and unfair. That is educational garbage – but it is useful if the writer is setting up an image of a mean and unfair nation that will emerge from this beginning.

“Unfinished Business”

Here the mean and unfair propaganda emerges. No surprise.

It starts with:

“Today we recognize that the Declaration of Independence excluded many colonists. While it declared that “all men are created equal,” the document failed to mention women, enslaved Africans, or Native Americans. The rights of these minorities would be subject to the rule of the majority.”

This criticism entirely misses the purposes the Declaration of Independence was crafted to address. It was an announcement of intent specifically in a war, not a constitution or set of laws for a nation. It was a declaration – an announcement to the world and the citizens involved - that the rebellion that had begun with no defined objective was now taking a new form. The rebellion would now seek to separate thirteen separate colonies into 13 nations with their own identity. The declaration announced the foundational values and policies that the rebels were willing to fight for, and the offenses against those values that the existing government had committed. And, of course, it defined that the objective would be for all thirteen to separate, to become independent, from their former masters.

These are the elements the student needs to learn about the Declaration, and the perilous struggle to achieve its objective - independence. The general expression of principles which were presented in the Declaration had a purpose - so that the grievances against the crown could be judged on those principles. But the author is lost in her own agenda, and clearly is unable to see that purpose. To criticize the Declaration of Independence for not being an essay on how every interest group should be treated in the 21st century is arrogant and stupid.

Even if the Declaration of Independence is to be judged as the author insists, it must be pointed out that the Declaration recognizes that all persons are created equal, not that their behavior differences should be ignored in order to have their results redistributed until equal. And the Declaration of Independence is a statement of basic principles, not a specific constitution of governing structure and laws. Those specifics had to be expressed not in a declaration of the objectives of the Revolution, but in the constitution creating the government that would replace the one overthrown.

Today activists have created favored class distinctions that the founders would have rejected with scorn. The founders saw all subjects of the English crown as a unity, and as persons whose rights had been so abused that they must throw off the crown’s chains. Activists who take the achievements of the founders for granted, and then point to their own agendas as a basis for criticism are small-minded and destructive. To try to break down the unified society that the founders knew, into special interest groups clamoring for pieces of a pie (which the founders created for all to share based on individual efforts and results), is to demean their achievements.

It is like damning the Wright Brothers for failing to produce a jumbo jet with enclosed cabins and peanut-free snacks, in case someone might have allergies. It is propaganda, and it has no place in a textbook.

P. 121 – The Propaganda continues with the usual finger-pointing at the plight of the Indians. The Author notes the Declaration “did not address the rights of Native Americans to life, liberty or property.” Of course, it did not expressly recognize that right with respect to the British or Russians, either. And Indians, just like those other nations, were – politically - foreigners! They were separate political and national entities.

Moreover, even the text noted, way back on page 15, that the Indians did not consider land as an ownable property – how can you take a specific something from someone who does not claim it? Yes, they had a territory that historically they had occupied, and fairness would (as many American colonists, then citizens recognized and supported) guarantee their right to more definitively possess. But the translation of territorial vagueness into property rights was not a simple thing to govern – and those who came to power were not fair or effective.

It is not an educational accomplishment to simply paint the actions of the Americans as evil, and nurture sympathy for their supposedly innocent victims. These distinctions and challenges must be presented to the student so he can understand what worked and what did not – and why.

The Section 2 “Assessment” asks the student: “Why did the authors of the Declaration of Independence fail to address...” This exposes unambiguously the author’s intent to direct student understanding into opinions that judge the Declaration of Independence to be a failure. It is, plain and simple, propaganda against the principles of America’s founding.

And, as pointed out above, it ignores the purpose of the Declaration, which was to announce the reason for the rebellion.

Even if it had been relevant to set up rules for defining liberties group by group, it would be necessary to set a sequence, and those who were doing the liberating would have to be first. Exactly like the stewardess tells you before flight, if the cabin depressurizes, put the oxygen mask on yourself first, then your children. If you can’t breathe – or are not free – then you can’t save those who look to you to save them.

These are the elements the student needs to learn about the Declaration, and the perilous struggle to achieve its objective - independence. But the author is lost in her own agenda, and clearly is unable to see that purpose.

P. 126 – “Supporting the War Effort” – The academic sterility of the description of the perils of soldiers hides the anticipations of the volunteers: “The Army offered ...

a big chance of becoming a casualty.” Why not tell the student “...they knew a lot of them would be wounded, crippled, or killed?”

Then, of course, there is the inevitable discussion, compelled by dogma, of the miniscule and inconsequential role of slaves and freedmen among the ranks of both sides. And the obligatory accusation that only white southerners opposed integrated fighting units.

P. 136 – Among the battles that are discussed, King’s Mountain and Cowpens are necessary – but not discussed in this text - to see how the combat in the south led to the confrontation at Yorktown. The southern battles also are necessary to show the deadly and hateful split between Tory and Rebel colonists, and how it led to the final outcome.

P. 141 – The illustration asserts “... speeches and protests ignited revolutionary feelings.” This is a backwards sequence. The speeches and protests were responses to abuses that raised the “feelings.” The speeches and protests got the people who had those feelings unified and organized to act on them. To confuse cause with effect is bad logic. Bad logic is bad teaching, and this text is full of it.

P. 152 – 153 – “English Laws and the Enlightenment” – The author introduces the Enlightenment: “... a philosophical movement that emphasized the use of reason to examine old ideas and traditions.” Why does the author assert only old ideas are to be examined? It is because she is trying to create the impression that what is old is bad? That impression is useful, if the person accepting it is to be manipulated into abandoning the old – regardless of merit. No, the Enlightenment applied logic and observation to new as well as old ideas and events. When the new were proven better, they were advocated; but when the old were, they were defended as well.

“American Models of Government” - The author writes “a constitution is a set of basic principles and laws that states the powers and duties of the government.” Wrong again, mostly. A constitution does not merely reform the rules for an existing government, as this description states. A constitution is a contract that actually creates an entire new government. The fact that powers and duties must be defined is true – but the entity receiving the delegation of powers and duties is, again, a new government:

“A constitution is not the act of a government, but of a people constituting a government; and government without a constitution is power without a right.”

Thomas Paine, Rights of Man [1791-1792]

The publisher, I suggest, needs to select authors with better understanding of foundational concepts.

P. 160 – Compliment - This page contains a lesson that needs a favorable comment – It notes that, under the Articles of Confederation, the states printed large amounts of paper money. It goes on to explain that this led to inflation, as more money without more valued goods simply reduces the value of the money. That is inflation, and it destroys the market. The states did this because gold and silver reserves were not used to back the money with a stable foundation of value.

P. 172 – Compliment – “Federalist # 10” – This section at the top of the page is a good selection and comment on it by the author.

But the first paragraph below states that each state “held special state conventions that gave citizens the chance to discuss and vote on the Constitution.” The ratifying conventions were not mere opportunities set up by the states. The design of the Constitution required that it only be put into effect if it was given “the consent of the governed” that had been highlighted in the Declaration of Independence. Without the conventions of citizens doing the ratifying, that consent would not have existed. Note should be made that the conventions were expressly not the state legislatures – the authority to govern came from the citizens in their conventions, not their state governments.

Such critical concepts should not be hidden from the students.

Lower, the author asserts that the opinions against the Federalist Papers are the Anti-Federalist Papers. Actually, this collection is better known as “The Anti-Federalist,” and the former is “The Federalist.” A picky item, for sure, but why is the author so consistently wrong? Whether it is tiny details or broad concepts, the object of the text is to educate the student, and this is simply not being done with any precision.

P. 173 – “Bill of Rights” – After describing the Bill of Rights, emphasizing the Constitution’s amendment process, the final jab made in this section at the Constitution is “The flexibility of the U.S. Constitution has allowed it to survive for more than 200 years.”

So, if not amended, the original plan would have failed by now? This grooms the minds of the students to: 1: Consider the Constitution obsolete except for its capability to be “transformed;” 2: Consider the Constitution to be a “living document” in the sense that its basic elements can be whimsically reconfigured; and 3: That it may be time to replace it with a new configuration.

NO. That is another misrepresentation.

At least the page properly notes for the student that the Constitution was ratified on the condition that a bill of rights would soon be added. That is another critical foundation necessary to understand the Constitution, and the nationwide fear that it proposed too strong a central government.

P. 182 – In the “Main Ideas” box, the 4th item describing the functions of the three branches asserts “The judicial branch determines whether or not laws are constitutional.” That is not the actual plan. The Judicial branch is designed to resolve disputes with finality. That includes deciding whether the law involved in the dispute is constitutional; but the Legislative branch must decide whether their acts are constitutional, and so must the executive. None are permitted to stray from their defined path. The Supreme court is only the final step, not the only one, in determining what is constitutional. And, of course, the People are the actual final judge of that question.

In the “Building Background” box, it is claimed that “the framers ... created a national government with three branches...” Wrong again, technically. The framers only proposed this system. The process that took their proposed plan and built it into an actual existing thing was that ratification process, whereby the people granted their consent to permit it to come into real existence. Technical, perhaps, but the whole idea of education is to teach the student the technical “why” and “how” of the subject being taught.

“The Federal System”

In the second paragraph and below, there are serious word and concept mistakes. First, the author writes “The Constitution assigns certain powers to the national government...Among them are the rights to coin money and regulate trade.” These are powers, not rights. This is a critical distinction. “Rights,” as affirmed by the Declaration and other writings, as well as every use in the Constitution, including the Bill of Rights, is a word that designates authority “endowed by their creator” to each human individual. The government these people created has no rights; but only powers that were delegated upon the authority of the people. The listing of powers in the Constitution contains only powers, which are not endowed by a creator, but delegated by the People.

The next paragraph is a ghastly horror of misrepresentation. “Sometimes Congress has had to stretch its delegated powers to deal with new or unexpected issues. A clause in the Constitution states that Congress may ‘make all Laws which shall be necessary and proper’ for carrying out its duties.” Then it is explained that this, the “elastic clause,” provides flexibility, etc. etc. Those who have attempted – successfully, to our misfortune – to erase the limits that were designed into the government’s powers, have read this clause as has the author. But the clause actually states more:

“To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers...”

It is not an elastic clause, it is a limiting one. The authority of Congress to make laws is limited to providing the detail code necessary to put into effect the powers that were listed in the Constitution. That is plainly what this clause states.

To point out to the student that revisionists have successfully used this clause as a flexibility tool rather than the limiting tool that it actually is would be useful to the student. But to adopt the revisionist's position and hide the actual full clause is – revisionist.

This revisionist expansion of centralized powers is enthusiastically repeated onward through the text.

P. 201 - The Venn diagram showing National, State, and Shared powers indicates that there is some power to charter banks and “provide for public welfare.” That is wrong. Though it has done both, the power to charter a bank was never to be found in the Constitution. Neither is there any place where a power to distribute “public welfare” is delegated. The clause often referred to because it holds the word “welfare,” states that taxes are only authorized if they are applied to “the general welfare...” That does not mean handouts. It states that any benefit that the government provides - by executing the enumerated powers - must be of benefit to all citizens in general, not special groups or individuals. Again, it is a limitation, not an expansion, of federal powers. At least this diagram does – perhaps accidentally – note in the “National” section, that the “necessary and proper” authority only extends to the delegated powers. It is not a wedge for prying every imaginable “flexibility” into the powers delegated.

P. 202 – “National Supremacy” box – this explanation starts well enough, but then deludes the student in a fundamental concept, by stating:

“When a federal law and a state law disagree, the federal law overrides the state law.”

Had that been the full truth, there would no longer be a purpose for states to exist, except, perhaps, as vassals used to execute federal decrees. The critical element of federal supremacy is that it is limited – as are all powers of the Constitutional government. The limitation lies plainly in the words of Article VI:

“This constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made... under the Authority of the United States, shall be the supreme Law of the Land...”

Clearly, if Congress passes a law which is not made “in pursuance of” one of their delegated powers, or if a treaty is made with terms not similarly permitted by the authority in the Constitution, the supremacy over state laws does not apply. Such laws or treaties are, in fact, void on their face, and no citizen is legitimately restrained by them.

The way the authors present their edited view of this concept would have to rely on wording it as follows, with the limiting clauses omitted:

“This constitution, and the Laws of the United States and all Treaties made... shall be the supreme Law of the Land, regardless of whether there is no delegated power to justify them ...”

How can the publishers allow the authors to so purposefully pollute the teaching of our students with such consistent and insidious misrepresentations of how America works?

I shall here end my report on this text, though myriad other flaws are woven through its entire fabric. It must not be put on the desks or in the libraries of Tennessee schools.

**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *United States History: Beginnings to 1914*,
Teacher One Stop, National Teacher's Edition on DVD,
William Deverell and Deborah Gray White, 2012, ISBN: 978-0-547-52296-8**

General Comments: This text is an effective presentation of the subject matter, with many features that make it attractive to students. Abundant primary sources, colorful and informative maps, and a well structured format combine to form a text that is accessible and engaging. This text covers the various periods of Jewish immigration to America, beginning with the Jews who arrived in New York in 1654.

Several Jewish immigrants are included, and ICS appreciates that Holt McDougal has agreed to identify them as Jewish in keeping with the practice of identifying individuals by ethnicities such as African Americans, Asian Americans, Latino Americans, Native Americans, etc. Identifying members of minority groups demonstrates the diversity of American society and the contributions of minorities to the richness of American culture.

ICS appreciates the several edits made to the Indiana, Virginia, New Mexico versions of this text, and the edits made to the B-printing of the Florida edition, and requests that they continue to carry over to the national edition.

HMH's responses are highlighted in turquoise and ICS's notes are highlighted in yellow.

Chapter 1: The World before the Opening of the Atlantic

p. 5, student text, text box, Migration to the Americas, **Change:** "Native Americans in the Pacific Northwest carved images on of totems—ancestor or animal spirits—on tall, wooden poles.

Wrong word (compare with original sentence quoted from p. 12).

HMH Response to FL: We will make the suggested change. The change will be incorporated into the B-printing.

Please make the same change to the national DVD reviewed for TN, and the online edition for TN of *United States History: Beginnings to 1877*.

Chapter 6: Citizenship and the Constitution

p. 223, col. 1, par. 3, **Add:** "Many famous Americans have been naturalized citizens, including German Jewish scientist Albert Einstein and former secretary of state Madeline Albright, originally from Czechoslovakia."

Albert Einstein should be identified as Jewish in keeping with the practice of identifying ethnicities of people mentioned in the text. HMH stated it will identify Albright's ethnicity as well because of the focus on naturalized citizenship in this passage.

HMH response to NM review: We will make the change as suggested.

HMH response to the FL review: The change will be incorporated into the B-printing.

Please make the same change to the national DVD reviewed for TN, and the online edition for TN of *United States History: Beginnings to 1877*.

Chapter 11: Expanding West

p. 368, col. 2, par. 3, last sentence, **Add:** “For example, Levi Strauss, a German Jewish immigrant, earned a fortune by making tough denim pants for miners.”

See rationale above.

HMH response to NM review: We will make the change as suggested.

HMH response to the FL review: The change will be incorporated into the B-printing.

ICS appreciates that this change is reflected in the online edition. Please make the same change to the national DVD reviewed for TN.

Chapter 20: Immigrants and Urban Life

p. 635, You Try It!, **Add:** “The following passage is from *Bread Givers* by Anzia Yezierska, a young Jewish immigrant to New York.”

The text identifies other ethnicities of quoted immigrants, such as Irish immigrant Mary Harris Jones on p. 626. Anzia Yezierska should be identified as a Jewish immigrant.

HMH response to VA review of *United States History: Civil War to the Present*: We will make the change as suggested.

Please make the same change to the national DVD reviewed for TN.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *The American Pageant*, AP Edition
David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey
Fourteenth Edition 2010 ISBN-10: 0-547-16662-1**

General Comments:

ICS reviewed this book in the 14th edition when it was a Cengage title. Please make these changes to the 15th edition for the 2013 Tennessee state adoption.

This well-written textbook has been popular with college students and professors for decades. It is frequently used for both AP United States History and IB History of the Americas courses. Its coverage of Jewish life in America and the Holocaust is interesting and adequate.

Since this is an American history text, coverage of the Arab-Israeli conflict is discussed as part of American foreign policy. Unfortunately, the text contains some errors of fact about the conflict and adopts a partisan perspective on the conflict. The text incorrectly claims that Israel is hostile to Palestinian nationalism rather than explaining that the Palestinians have sought to replace Israel with their own state. Corrections of these sections would greatly improve the accuracy and balance of this textbook.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text's accuracy and balance.

Edits agreed to by HMH in other textbooks are highlighted in yellow.

p. 604, col. 2, box, **Change:** "*Jewish writer Mary Antin (1881-1949), who came to America from Russian Poland in 1894 when thirteen years of age, ~~later~~ wrote in The Promised Land (1912)*"

Mary Antin should be identified as Jewish because that is central to her writing. Identifying her country of origin does not clarify that she was Jewish.

p. 609, col. 2, par. 2, **Add:** "On its base were inscribed the words of **Jewish poet** Emma Lazarus"

It would add interest to this discussion of nativism to point out that Emma Lazarus was Jewish. Although from a Portuguese Jewish family settled in New York since the colonial era, it was Emma Lazarus's work with recent Jewish immigrants that was the impetus for her famous poem. The addition of her background will help students understand Lazarus's connection to the new immigrants. **Holt McDougal agreed to this edit in *The Americans* TE, 2009, Virginia, p. 467.**

p. 992, Vietnam Vexations, par. 2, **Change:** "For decades ~~a return to the 'pre-1967 boundaries' would be a key negotiating aim of the Palestinians~~ the PLO refused to negotiate and used terrorist attacks to try and destroy Israel."

The PLO was founded in 1964, three years prior to the 1967 war. The text is inaccurate about the goals of the PLO, a terrorist organization whose charter clearly states that its main aim is to destroy Israel and replace it with an Arab Palestinian state. The PLO committed numerous terrorist acts, including airplane and ship hijackings and the murder of the Israeli team at the Munich Olympics in 1972.

Arafat refused to negotiate with Israel from 1964 until 1993, when the PLO promised to recognize Israel's right to exist and end terrorism. However, Arafat never did accept a Palestinian state and instead encouraged increased terrorist attacks throughout the 1990s and early 2000s, including suicide bombings of buses, restaurants, and shopping centers within

Israel. The statement in the text is not accurate and should be replaced with an accurate statement of the PLO's nature and goals.

p. 1012, The Arab Oil Embargo, par. 2, **Change:** "Late in October 1973, the OPEC Arab nations announced an embargo on oil shipments..."

It was not OPEC who embargoed oil; it was OAPEC, the Organization of Arab Petroleum Exporting Countries, which was formed in 1967. The non-Arab members of OPEC did not participate in the embargo. OAPEC includes Egypt and Syria in addition to the Arab members of OPEC. Thus "Arab nations" is accurate, whereas "OPEC nations" is not accurate. Holt McDougal agreed to similar edits in *United States History: Civil War to the Present TE*, 2011, Virginia, p. 927, 944.

p. 1024, col. 2, **Change:** "Israel agreed ~~in principle~~ to withdraw from Egyptian territory conquered in the 1967 war, and Egypt in return promised to respect Israel's borders. Both parties pledged themselves to sign a formal peace treaty within three months, which they did."

Israel withdrew from Egyptian territory as a result of the peace treaty; they did not simply agree "in principle" to withdraw.

p. 1024, photo caption, **Change:** "Anwar Sadat of Egypt (left) and Menachem Begin of Israel (right) join U.S. president Jimmy Carter in confirming the historic accord that brought ~~the hope of a peace treaty in which Egypt recognized Israel and Israel returned the Sinai Peninsula to Egypt to the war-torn Middle East~~."

The Camp David Agreement brought about a peace treaty with concrete results that should be included in the text. It is inaccurate to state that it only brought "the hope of peace."

p. 1037, Troubles Abroad, "Israel ~~badly~~ strained its bonds of friendship with the United States by continuing to allow new settlements to be established in the ~~occupied~~ captured territory of the Jordan River's West Bank. ~~Israel further raised the stakes in the Middle East; In June 1982 when it~~ Israel invaded neighboring Lebanon, seeking to suppress once and for all the guerrilla terrorist bases from which Palestinians fighters harassed beleaguered Israel. The Palestinians were ~~bloodily~~ temporarily subdued, but Lebanon, already pulverized by years of episodic civil war, was plunged into armed chaos."

Since Israel gained the West Bank in a war brought on by threats and blockades by the Arab states, the area should be designated "captured" rather than "occupied." This is particularly true since the land did not belong to Jordan; rather Jordan captured it during the 1948 war. This paragraph places all of the blame on Israel for the problem in Lebanon, which was and still is a haven for Palestinian terrorist groups who attack Israel across the border. The terrorists are not held responsible by the text for the problems that they created. Terrorists in Lebanon, aided by Syria and Iran, try to suppress Lebanese Christians and attack Israel. Syria controlled Lebanon for many years. The narrative is misleading.

p. 1038, map, **Change:** **The map has no boundary line between Gaza and Egypt. Create a boundary line between Gaza and Egypt.**

Gaza has not been a part of Egypt in the last century and the boundary should be clearly marked. Leaving it unmarked implies that it is part of Egypt.

p. 1038, map legend, **Change:** "Jewish state after UN partition of the Palestine Mandate, 1947..."

Israeli-~~occupied~~ **controlled** area after Yom Kippur War, 1973; returned to Egypt and Syria after cease-fire”

The text uses the term “controlled by Israel” in point two of the legend and should be consistent in the third point. **Holt McDougal agreed to this edit in Holt World Geography Today, 2008, p.453.** Since Israel returned the land west of the Suez Canal in Egypt and east of the Golan Heights to Syria after those countries agreed to a cease-fire, those facts should be stated. The territories were briefly held by Israel and are not “Israeli-occupied” as the legend states. The more scholarly and neutral term is “controlled.”

p. 1062, photo caption, **Change:** “~~As the stalemate dragged on, the likelihood of Middle East peace receded, despite repeated international diplomatic efforts to reach a settlement. Even though Israel and the PLO signed an agreement in 1993, Palestinian terror attacks against Israel increased.~~ These young Palestinians in East Jerusalem wave Palestinian Liberation Organization (PLO) a flag, once outlawed by Israel.”

This photo, which replaces a photo of Barak, Clinton, and Arafat in the Thirteenth Edition of the text, presents a very misleading representation of the problems in Israel. There is no representation of the terrorist attacks that the PLO carried out and encouraged, so the photo implies that Israel is repressive against the Palestinians without cause or context. The text never mentions terror attacks against Israel. A photo of a burned-out bus would provide a fuller picture of the conflict and would help ameliorate the one-sided presentation in the text.

p. 1063, col. 1, par 2, **Change:** “They agreed in principle on self-rule for the Palestinians ~~within Israel~~ in return for an end to terrorist attacks and recognition of Israel. ~~But hope flickered two years later when Rabin fell to an assassin’s bullet.~~”

It is inaccurate to write about “self-rule for the Palestinians within Israel.” The Arabs in Israel have all the rights of Israeli citizenship. It is inaccurate to blame the failure of peace on the assassination of Rabin. It was the Palestinians’ escalation of terrorist attacks throughout the 1990s and Arafat’s refusal to agree to a state that brought about the failure.

p. 1063, col. 1, par 2, **Change:** “Arafat died in 2004 ~~with his dream of creating~~ having resisted to the end an agreement that would have established a Palestinian state ~~still unrealized~~ beside Israel.”

The text idealizes Arafat as a freedom fighter who wanted only to create a Palestinian state. It fails to acknowledge that the state Arafat envisioned included all of Israel. It was Arafat who led the PLO terrorist organization for 40 years. Even though he signed a treaty in 1993, he never would finalize a Palestinian state and he continued to support terror against Israel in Arab media. It was not Israel who refused to negotiate and refused to allow a Palestinian state; it was Arafat himself. The text reflects a pro-Palestinian bias, omits important facts, and thus misleads the readers.

p. 1075, col. 1, par. 1, **Change:** “...and ~~notoriously~~ failed to bring any conclusion to the decades-old confrontation between Israelis and Palestinians; Palestinians began ~~who erupted in~~ a bloody intifada (rebellion) with continued terrorist attacks against the Jewish state in the 2000s.”

Use of “notoriously” implies that the U.S. should have been able to make peace between Israel and the Palestinians when it is not in the power of a third party to do so. The parties themselves must reach an agreement.

The continuous terrorism against Israel should be included rather than presenting Palestinian actions as “rebellion.” While the Second Intifada began in 2000, suicide bombings of

buses, restaurants, and shopping centers were numerous throughout the 1990s. None of this information is included in the text.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *The Americans*, South Carolina Teacher's Edition
Gerald A. Danzer, J. Horge Klor de Alva, Larry S. Krieger,
Louis E. Wilson and Nancy Woloch
2014 ISBN: 978-0-547-96324-2**

General Comments:

This comprehensive American history textbook presents excellent coverage of the major eras of American history. Particularly well done are the personal voices and the timelines paralleling American and world history. ICS commends the publisher for an impressive explanation of the Holocaust, pages 748-755.

ICS is very pleased with the many changes HMH accepted for this textbook after the ICS reviews of *The Americans*, Virginia and Georgia teacher editions (reviewed for New Mexico and Georgia), and of *The Americans: Reconstruction to the 21st Century*, Florida teacher edition.

There are several items agreed to in previous communications that should be carried over to following 2012 Tennessee edition of the textbook: *The Americans: Reconstruction to the 21st Century* in both the teacher and student editions of this text, mainly concerning the Holocaust, recognizing the contributions of Jewish Americans, and Israel.

Edits agreed to by HMH in earlier editions of *The Americans* are highlighted in yellow. HMH's comments are highlighted in blue and bolded.

p. 606, student text, Provisions of the Treaty, **Change:** "It carved five areas out of the Ottoman Empire and gave them to France and Great Britain as mandates, or temporary colonies."

According to the Treaty of Versailles in 1919, there were four areas, not five, set up as the French and British mandates: the Lebanon and Syria Mandates under the French and the Iraq and Palestine Mandates under the British. The British Mandate for Palestine was divided into Transjordan and the Palestine Mandate in 1921, but in 1919, four areas were set up. Deleting the word "five" and leaving the less specific "areas" improves the accuracy of the text about 1919, and but also correctly refers to the 1923 map showing the areas discussed.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions

p. 749, teacher's edition, left margin A. Answer, **Add:** "Loss of citizenship, employment, and property..."

Loss of citizenship is pointed out in par. 2 on this page and should be added.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.543.

p. 749, teacher's notes, History from Visuals, answer, **Add:** "German citizens felt powerless and afraid under Nazi rule and had a long history of anti-Semitism."

The first paragraph discusses the long history of anti-Semitism, so this should be included as part of the correct answer.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.543.

p. 750, student text, The Plight of the St. Louis, **Change:** "More than half of the passengers were later killed murdered in the Holocaust."

It is appropriate to distinguish between *killing*—which can result from a variety of potentially justifiable situations—and *murder*, the completely unjustified taking of human life outside the context of military combat, self-defense, or punishment following a fair trial.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.544.

p. 750, student text, Hitler's "Final Solution," last line, **Change:** "... a policy of genocide—the deliberate and systematic killing murder of an entire population."

See rationale above.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.544.

p. 750, teacher's notes, Instruct: Objective, Hitler's "Final Solution," 3rd bullet, **Change:** "How did the Nazis industrialize the killing murder of Jews?"

See rationale above.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.544.

p.751, student text, Estimated Jewish Losses (chart), header, **Change:** "Number killed murdered"

See rationale above.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.545.

p.751, student text, Estimated Jewish Losses (chart), Skillbuilder, **Change:** "Approximately what percentage of the total Jewish population in Europe was killed murdered during the Holocaust."

See rationale above.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.545.

p. 753, student text, Mass Exterminations, par. 1, **Change:** "Each camp had several huge gas chambers in which as many as 12,000 people could be killed murdered a day."

See rationale above.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.547.

p. 755, teacher's notes, #2, Taking Notes, **Add**; "The removal of "non-Aryans" from government jobs;"

Just as quotations are being used to demonstrate the biased nature of the "final solution," so too is it appropriate to highlight the unfounded and racist notions of a "superior" Aryan people.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p.549.

p. 755, teacher's notes, answers, #4, **Add**: "Anti-Semitism caused people to ignore the fate of the Jews."

The text explains that a major factor in the world's acceptance of the Nazi actions was anti-Semitism, so that is part of the answer.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.549.

p. 789, student text, The Manhattan Project, **Add**: "Led by General Leslie Groves with research directed by Jewish American scientist J. Robert Oppenheimer"

In keeping with the publisher's practice of identifying ethnicities of notable Americans, the J. Robert Oppenheimer should be identified as Jewish. Holt McDougal made this change in *American Anthem*.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.583. Holt McDougal also made this change in *American Anthem*.

p. 791, student text, Counterpoint, par. 1, **Add**: "Dr. Leo Szilard, a Jewish Hungarian-born physicist who had helped President Roosevelt launch the project, and who had a major role in developing the bomb, was a key figure opposing its use.

Dr. Leo Szilard should be identified as Jewish. Since Szilard was a Jewish refugee from Nazi persecution, this is particularly relevant.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.585.

p. 831, teacher's note, World Stage, **Change**: "Have students do outside reading about the current situation in Israel with regard to its Israeli-Palestinian conflict with the Palestinians."

The wording limits the research to the situation in Israel, not in Gaza and the West Bank, and places responsibility on Israel for the conflict: "its conflict with the Palestinians." The revision eliminates these problems.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.625.

p. 850, student text, box: Key Player, Jonas Salk, par. 2, **Change**: "In the early 1950s, Dr. Jonas Salk (at right in photo above), a Jewish scientist, developed an effective vaccine to prevent the disease, and the government sponsored a free inoculation program for children. The vaccine was

extremely effective. By 1974, thanks to Salk's vaccine and a new oral vaccine developed by Dr. Albert Sabin, only seven new polio cases were reported in the country."

In keeping with the publisher's practice of identifying ethnicities of notable Americans, Jonas Salk should be identified as Jewish. The suggested changes above will ensure that the paragraph does not require an additional line in the text.

HMH response: We will make the change as suggested.

HMH agreed to this change to the Florida edition on p. 644.

p. 1022, Small map insert of Israel, **Add:** "Israel, Syria."

The names of Israel and Syria are omitted. All other countries are named.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p. 816.

p. 1022, Small map insert of Israel,

Add: new map color for "Gaza Strip" and "West Bank"

Add: new description in key for added color "Palestinian areas"

The Gaza strip is no longer under Israeli control; it has been under full Palestinian control since 2005. Much of the West Bank is now under Palestinian Authority administrative control. The map needs a new color and label to show these are Palestinian areas.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions and to the Florida edition on p.816. Holt McDougal made this edit in *World Geography Today*, 2008, on, p. 453.

p. 1022, Skillbuilder Answer, #2, **Add:** "Many Arabs reject the existence of a Jewish state in what they consider Muslim lands."

The text omits the most important reason for the conflict, Arab rejection of Israel's right to exist. Holt McDougal made this edit on p. 453, *World Geography Today*, 2008 and *United States Government*, 2011, p. 477.

HMH response: We will make the change as suggested.

HMH agreed to this change for the Virginia and Georgia editions.

Contact:

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Public Comment Form

Western Civilization

1. (continued) Since the author wants to point out that certain republican presidents won by a narrow majority than it would only be fair for the author to point out that Clinton won with less than the majority vote and that the conservative or Republican vote was split by Ross Perot or at least try to give Republican Presidents the same treatment as the Democratic ones.

The author states, "Bush pushed tax cuts through Congress that mainly favored the wealthy." In the same sentence he disparages Reagan for accruing deficits. It is debatable whether the Bush tax cuts favored the wealthy, the middle class or even just anyone who actually paid taxes. See the article: <http://www.policymic.com/mobile/articles/3701/who-really-benefited-from-the-bush-tax-cuts> and <http://www.taxpolicycenter.org/taxfacts/displayafact.cfm?Docid=456>

Reagans deficit is not defined but surely dwarfed by the deficits that have accrued over the last 8 years under President Obama but this is not mentioned either.

Was Bush's weakening of the environmental laws a terrible thing or are the stifling EPA regulations we now experience worse?

I could site more examples but the point is, education, when properly done, is to teach children how to think not WHAT to think and this is the problem. Can we not stick to the facts all the facts, present BOTH sides of these issues fairly and completely without bias?

Pages 974-979

This section reads like propaganda and really has no place in a textbook. Although many reputable scientists have refuted Global Warming, it still makes an appearance as fact in this textbook. See Wall Street Journal Article <http://epaabuse.com/4715/news/sixteen-noted-scientists-debunk-global-warming-threat/> where 16 scientists clearly explain that there has been no warming at all for over 10 years . This is just one of dozens of articles refuting global warming on scientific terms by scientists who specialize in the field of climate. This article also mentions "Climategate" and the email by scientist Kevin Trenberth, was is pushing global warming as a serious concern. His email bemoans the lack of actual warming to support his cause.

This book goes on to instill fear among students regarding unsubstantiated overpopulation estimates for 2050 , a variety of environmental crises, and the unfairness of some nations having and using more resources than others. It does not tackle the more complicated aspects of underdeveloped nations floundering under backward, totalitarian and corrupt governments. <http://www.cfr.org/africa-sub-saharan/corruption-sub-saharan-africa/p19984>

Public Comment Form

Western Civilization

Of course, the textbooks answer to all this points towards the U.N., an organization rife with corruption <http://www.economist.com/node/4267109>. An organization removed from the individuals in every nation it effects and not beholden to American citizens.

Public Comment Form

P

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____Title: Western Civilization
Author: Jackson J. Spielvogel
Publisher or Producer: _____Copyright Date: _____ Edition: 8th AP ISBN: _____Project initiated by: _____
Phone: _____ Address: _____ State: _____ Zip: _____Do you represent:
Yourself _____
An organization (name) _____
Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
p 961-962. Generally true statements are made about several U.S. presidents from Reagan to Obama with a peppering of debateable & biased comments. For example, (cont.)

2. What do you believe is the theme or purpose of the material?

Education of World events

3. What do you feel might be the result of a student using the material?

Indoctrination of a predetermined bias, leading to poor decisions in future policy.

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

The book covers a vast amount of information and events in a very readable way.

6. Would you care to recommend other materials of the same subject and format?

Signature of Complainant _____

Date 9/3/13

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: Sept. 3, 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☒ Other Test Bank

Title The Earth and Its People 9-12th grades

Author K. Addison

Publisher or Producer Houghton

Copyright Date: _____ Edition: _____ ISBN: _____

Request initiated by _____

Telephone: _____ Address: _____

City: _____ State: _____ Zip: _____

Do you represent: ☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

See attached page

2. What do you believe is the theme or purpose of the material?

Propaganda disguised as education

3. What do you feel might be the result of a student using the material?

loss of understanding true nature of our
national foundation, loss of critical thought
process, socialist indoctrination, Islamic predisposition

4. For what age group would you recommend this material? None

5. Is there anything good in this material? Please comment.

Nothing can be fully trusted as accurate
and unbiased

6. Would you care to recommend other materials of the same subject and format? None known

currently

Signature of Complainant

11/3/2013
Date

Please return completed form by September 2, 2011: 7, 2013

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES

SEP 5 2013

For this publication, The Test Bank for Advanced Placement Program, Chapter 33 in Free-Response Questions:

"Students should demonstrate that they understand that Usama bin Ladin, a rich Saudi, was angry with the U.S. for its interference in the political, economic, and cultural affairs of the Middle East."

NOT! bin Ladin was a devout Islamic jihadist, in the custom of all the centuries past, who wished to kill any culture that is not Islamic. The promotion of Islam by terror by any excuse is as old as Muhammad himself.

"By using terrorism as a method to attack the U.S., al Qaida hoped to bring a violent retaliation that would draw the world's attention, sympathy, and overthrow of repressive Middle East governments."

Current events in the Middle East disprove this bias viewpoint. Muslims are killing Muslims merely for power, not equal rights and peace.

"Discontent in the Muslim world is due to cultural imperialism by the West against all other non-Western cultures. Students should state that modernization has failed in the Muslim world and has led many Muslims to turn to their faith and sacred past, because they are aware of their inability to attain access to consumer goods. "

HOGWASH! Local Islamic governments are corrupt without any help from the West. Muslim culture shuns modern concepts and Western products as anti-Sharia, and manmade corruption. Islamic Jihad existed long before the U.S. existed, much less influenced anybody.

"In discussing the status of women in Muslim countries, students should understand that nowhere in the world at that time (600-1200) was there equality in the modern sense. Muslim women were guaranteed by Quranic Law the right to own property, divorce, and testify in court."

LIES! Mere accusation of rape almost brought death sentence every time, since 3 women's testimonies would equal one man's. Divorce was only granted by men, merely by saying 'I divorce you' three times. Property owned were her own clothes and slaves, that were given by husband and could be taken away at whim. Even children are considered property of husband. Not my opinion, but Sharia Law, even in 2013.

In Chapter 9 : "The Roman Church dealt with reform in monasteries and ultimately challenged the threat to its religious supremacy and secular authority *by calling for the Crusades.*

The Crusades (which lasted only a couple of hundred years compared to Islamic Jihad which has lasted 1400 years) were a response from the Roman Church to its brothers in East Byzantine Church for help against Islamic destruction of churches and killing of Christians in and around Jerusalem. They did not protect Christian pilgrims as stated on Pg. 93.

Page 94, #67: "As a result of Crusades, Europeans were exposed to

*Arabic translations of ancient Greek science and philosophy

*pasta, paper, refined sugar

*hard soap and colored glass

*original thought-provoking works by Arab and Islamic writers."

Twisted history here. 3rd class subjugated dhimmi subservients (who were allowed their religion if they kept it to themselves) saved the writings and inventions despite their oppressors. The only thoughts that Muslims wanted was Islam and Muhammad. Monasteries preserved Latin works. Hindus invented Arabic numerals, which Muslims claimed for themselves, as they did for all scientific and technological advances.

Chapteer 33, pg 207 says it all about this Text: "As Historians know all too well, the future forces one to *re-interpret the past continually*."

Translation: There is no one standard for truth, only changing evaluations according to political expediency.

**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
Holt McDougal HMH *Ancient World History: Patterns of Interaction*,
Online National Teacher's Edition**

**Roger B. Beck, Linda Black, Larry S. Kreiger, Phillip C. Naylor, and Dahia Ibo Shabaka
2012, ISBN 978-0-547-49131-8**

1 2 3 4 5 6 7 8 9 10 XXX 19 18 17 16 15 14 13 12 11 10
4500000000 B C D E F G

General Comments:

ICS has reviewed other editions of this text in the past and is extremely appreciative that so many agreed upon changes have been made to the current online national edition of this textbook. ICS thanks HMH for their inclusion of these changes, for working to maintain consistency across state and national editions, and for working with ICS to make a more accurate and effective text. ICS commends the publisher for carefully considering issues ICS brings to its attention.

This text contains a wealth of historical information which is well presented. It is comprehensive, balanced, and contains excellent photos, illustrations, and timelines that help the student synthesize information. One example of excellent material in this text is the section on World Religions and Ethical Systems in Chapter 10, pp. 282-296. The paragraph entitled “The Study of Religions” giving the rationale for not comparing religions in exercises in the text is very well explained.

In comparison to the large number of issues already addressed, there remain relatively few outstanding issues requiring correction for Tennessee. The majority deal with supplemental instructional materials, rather than the main textbook. There are also a few typos and overlooked issues, and a few remaining items ICS would still like to see addressed.

ICS requests that the online instructional materials be revised to match the revised textbook.

Again, ICS thanks HMH for its hard work implementing changes to this text from previous reviews for Virginia adoption and to the national editions.

Navigation Notes: To locate the online teacher's edition of this textbook:

1. Log in at <http://my.hrw.com>
2. Select **Social Studies**.
3. Select ***World History: Patterns of Interaction: Ancient World, 2012*** (Fourth from the top).
4. Select **Teacher's One-Stop Planner**.
5. Under Resources, select **Interactive Teacher's Edition**. (Browse by Unit/Chapter is the student edition.)

To access some resources reviewed below, select Browse by Resource Type, or other items as noted in the individual edit.

ICS review notes: For easier demarcation, online instructional material reviewed that is not in the main teacher's edition is shown between lines of asterisks *****. At the start of a review section of content that is not in the main teacher's edition, the line of asterisks will say “online

only content start” and at the close of the section the asterisks will be followed by “online only content end”.

HMH’s responses are highlighted in turquoise and bolded. ICS replies and edits agreed to by HMH in earlier editions are highlighted in yellow.

Chapter 3: People and Ideas on the Move

p. 79, teacher notes, Analyzing Primary Sources, The Ten Commandments, Answers to Document-Based Questions, **Change:** “1. Comparing The first four commandments concern the Hebrews’-Israelites’ relationship with God. 2. Contrasting The last six commandments concern the Hebrews’-Israelites’ relationship with one another.”

ICS thanks HMH for the many corrections from Hebrews to Israelites. This teacher note seems to have been overlooked. The correct reference here is to the Israelites. **HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.**

p. 79, teacher’s notes, Differentiating Instruction: Gifted and Talented, Influence of the Ten Commandments, **“mini” facsimile:**

ICS understands that there will not be a change to the “mini” facsimile, but requests the following changes to the actual In-Depth Resources workbook, available online at:

1. At the right side of the Interactive Teacher’s Edition, select Browse by Resource Type.
2. Under Planning, select In-Depth Resources.
3. Scroll to p.55, Chapter 3, Section 4, “PRIMARY SOURCE The Ten Commandments from The New English Bible.”
4. This is also located at:

http://my.hrw.com/SocialStudies/ss_2010/online_tos/hs_ancient_world_history_poi/data/resource_index/indepth.pdf

*****Online only content start

p. 55 of “In-Depth Resources Unit 1,” Primary Source, title, **Change:** “The Ten Commandments from the New English Hebrew Bible.” This worksheet quotes from a British translation of the Christian Bible, not a Jewish translation of the Hebrew Bible. **The Hebrew Bible should be the primary source in the chapter on Judaism.**

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*. See HMH’s correct use of this terminology in other texts.

HMH response to GA and FL reviews: We will *replace* the selection as suggested and change the heading from “New English Bible” to “Hebrew Bible”; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS Reply: ICS appreciates that HMH will ensure the translation of the Ten Commandments come from a Jewish translation of the Hebrew Bible, e.g., the Jewish Publication Society Tanakh. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 55 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the ~~New English Hebrew~~ Bible, **italicized introduction above the line, Change:** “According to the ~~Hebrew Bible~~, God revealed the Ten Commandments to the ~~Hebrew~~ Israelite leader Moses at Mount Sinai. These commandments, which ~~have been preserved in the Old Testament~~, are found in the Hebrew Bible in Exodus 20:1-17 and Deuteronomy 5:6-21, established a code of ethical conduct that ~~became~~ **is** the basis for the civil and religious laws of Judaism. How should people behave responsibly, according to the Ten Commandments?”

The Hebrew Bible should be differentiated from the Christian Bible. Moses was an Israelite not a Hebrew. The reference to the commandments being “preserved in the Old Testament” reflects a replacement theological perspective on Judaism and is inappropriate in the text. The new language contextualizes the commandments in a neutral and accurate manner. The Ten Commandments still serve a key role for Judaism, so present tense *is* is more accurate than *became*.

See HMH’s correct use of terminology in other texts.

HMH response to GA and FL reviews: We will *replace* the selection as suggested and change the heading from “New English Bible” to “Hebrew Bible”; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS reply: Thank you. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 55 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the ~~New English Hebrew~~ Bible, **Change:** **Delete text quoted from the New English Bible. Add the text of primary source from the Hebrew Bible from a Jewish translation, and change the citation at the end of the quote to the new citation.**

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.

HMH response to GA and FL reviews: We will *replace* the selection as suggested; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS Reply: Thank you. Please make the change to the selection and source to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 55 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the ~~New English Hebrew~~ Bible, **Discussion Questions, Change:** “1. How should the Hebrews act towards others people treat each other? What is the Israelites’ relationship to God?”

The original language used in these questions does not represent a Jewish understanding or approach to the text. The ethical instructions of the Ten Commandments tell the Israelites how to treat each other as well as others they encounter, not just outsiders as implied by the current wording. The other main idea is the Israelites’ relationship to God, and so should be asked about in the question on determining main ideas. The revised questions address the meaning of the commandments from a Jewish perspective, which is fitting for this section.

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.

HMH response to GA and FL reviews: We will make this changes to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

*****Online only content end

p. 84, Teacher's Notes, Assessment Answers, Main Ideas, #18, **Change:** "monotheism; Jews believed ~~their~~ God ruled over all peoples"

"Their" should be eliminated because it implies that this is not the real God. When God is discussed in the sections on Christianity and Islam, this modifier is not used. HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Chapter 4: The First Age of Empires

p. 101, teacher's notes, Differentiating Instruction: Gifted and Talented, Comparing Herodotus and Xenophon, "mini" facsimile":

ICS understands that there will not be a change to the "mini" facsimile, but requests the following changes to the actual In-Depth Resources workbook, available online at:

1. At the right side of the Interactive Teacher's Edition, select Browse by Resource Type.
2. Under Planning, select In-Depth Resources.
3. Scroll to p.60, Chapter 3, Section 3, "PRIMARY SOURCE, Herodotus Father of History."
4. This is also located at:
http://my.hrw.com/SocialStudies/ss_2010/online_tos/hs_ancient_world_history_poi/data/resource_index/indepth.pdf

*****Online only content start

p. 60, Chapter 3, Section 3, "PRIMARY SOURCE, Herodotus Father of History." par. 3, **Change:** "He traveled a great deal throughout the area, going as far as the Black Sea, Babylon, Syria, ~~Palestine~~ Judah, and Egypt."

During the lifetime of Herodotus the name of the area listed was Judah. It did not become Palestine until 135 C.E. HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*. See above for Holt's correct use of this terminology in other texts.

HMH response to GA reviews: We will make this change to the actual In-Depth Resources worksheet but not to the "mini" facsimile.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

*****Online only content end

p. 112, The Rise of Civilizations, map, Eastern Mediterranean box, **Change:** "Various peoples settled in the hills and valleys of ~~Palestine~~ the Eastern Mediterranean. One group—the Israelites—was unique because they worshiped only one God."

Palestine is anachronistic here; Eastern Mediterranean is geographically accurate and recommended by HMH. See above for Holt's correct use of this terminology in other texts.

HMH already corrected this is the title of the box. HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 115, Teacher's Notes, Differentiating Instruction, **Change:** "Proficient readers should explain to English learners the meanings of such words as ~~flee, quarrel,~~ render, deference, reprove, and accord..."

HMH changed the quotation above on p. 115, the primary source from the Hebrew Bible and words from the substitute quotation have been suggested. Flee and quarrel are no longer on this page..

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Chapter 10: The Muslim World

p. 268, Answers, Connect to Today, Rubric, **Change:** "Oral reports should

- discuss some of the religious causes of the tension between Israel and its Muslim neighbors, including the concept of *umma* (p. 265) and the expulsion of Jews from Muslim lands.
- discuss conflict between Muslims and Christians in Lebanon
- provide historical religious reasons for the tension
- be well-organized and clear.."

ICS thanks HMH for the two changes to this rubric.

Understanding of the Muslim concept of *umma* will add to students' understanding of the conflict in later chapters.

For an example of the consequences of religious causes of conflict, the expulsion of Jews from Muslim lands is a good example of religious conflict that is not directly related to nationalism.

Since this section discusses religions, it is appropriate to focus the question more narrowly on the religious causes of tensions in the Middle East rather than the broader question of nationalism that is a major element of the conflict. HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Thank you. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

pp. 282-83: The map and accompanying text on these two pages is excellent. The paragraph "The Study of Religions" is very well stated. This gives the rationale for not comparing religions in exercises in the text.

HMH response to GA review: We thank the reviewer for the positive comments.

Chapter 14: The Formation of Western Europe

p. 377, Timeline, World, **Add:** “1492 Jews expelled from Spain move to North Africa, Ottoman lands, and Italy”

This fact appears on pp. 384-385, and on p. 592. There is sufficient room on the timeline to add this item. HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*, second round.

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Thank you. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

References

p. R52, Spanish Glossary, **covenant**, **Change:** The English Glossary has been corrected to the accurate definition, see below. The Spanish entry for covenant should be corrected to match.

English Glossary, “**covenant** a mutual promise or agreement—such as the agreement between God and the Jewish people as recorded in the Hebrew Bible.”

HMH response to GA review: We will make changes to both English and Spanish glossaries.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R53, Spanish Glossary, **Diaspora**, **Change:** The English Glossary has been corrected to the accurate definition, see below. The Spanish entry for Diaspora should be corrected to match.

English Glossary, “**Diaspora** the dispersal of the Jews from their homeland in Judea...”

HMH response to GA review: We will make changes to both English and Spanish glossaries.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R55, Spanish Glossary, **Israel**, **Change:** The English Glossary has been corrected to the accurate definition, see below. The Spanish entry for Israel should be corrected to match.

English Glossary, “**Israel** a kingdom of the united Israelites; lasting from about 1020 to 922 B.C; later, the northernmost of the two Israelite kingdoms; now, the Jewish nation that was established in the ancient homeland in 1948.”

HMH response to GA review: We will make changes to both English and Spanish glossaries.

ICS Reply: Thank you. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R55, Spanish Glossary, **Judah**, **Change:** The English Glossary has been corrected to the accurate definition, see below. The Spanish entry for Judah should be corrected to match.

English Glossary, “**Judah** an Israelite kingdom in Canaan established around 922 B.C.”

HMH response to GA review: We will make changes to both English and Spanish glossaries.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R68, Index, **Change:** Hebrews Israelites, 77-82. *See also* Jews; Judaism.”

Since most of the references to “Hebrews” have been corrected to “Israelites”, the Index entry should match the new references in the text.

p. R68, Index, **Add:** Hebrews, See Israelites.

Since most of the references to “Hebrews” have been corrected to “Israelites”, the Index entry should refer to “Israelites.”

*****Online only content start

Chapters in Brief

1. At the right side of the Interactive Teacher’s Edition, select Browse by Resource Type.
2. Under For the Student, Select Chapters in Brief
3. Scroll to pp. 1-2, Chapter P Summary: The Rise of Democratic Ideas. Also located at: http://my.hrw.com/SocialStudies/ss_2010/teacher/hs_worldhistory_modernworld/tabpage/s/teacher/data/unit01/chap_brief.pdf,

pp. 1-2, of Prologue Chapters in Brief, Chapter P Summary: The Rise of Democratic Ideas, 2, The Judeo-Christian Tradition, **Change:** “KEY IDEA Both Judaism and Christianity emphasized the worth of the individual and social responsibility. The Reformation and Renaissance further promoted ideas of individual worth. The Hebrews Israelites were the ancient people who developed Judaism. According to the Hebrew ~~holy book Bible~~, which ~~is the~~ Christians call the Old Testament, the Hebrews Israelites are the children of God. This ~~Hebrew~~ Jewish belief and others led to a new emphasis on the worth of the individual. The Hebrews Israelites, also earlier known as the Hebrews and later known as the Jews, had a written code of law. It ~~was~~ is called the Torah, and includes the Ten Commandments. God gave these laws to Moses in about 1200 ~~b.e.~~ B.C. These laws focused more on morality and ethics than they did on politics. The Hebrews Israelites believed in acting responsibly toward others. They believed that the community should help the unfortunate. The prophets of Judaism hoped for a world without poverty or injustice. Jesus was born in approximately 6 to 4 ~~b.e.~~ B.C. At age 30, he began preaching Jewish ideas, including the Ten Commandments, ~~He also stressed~~ the importance of people’s love for God, their neighbors, their enemies, and themselves. In the first century after Jesus’ death, his followers started a new religion based on his messages. It was called Christianity.”

“The Israelites” was the name of the people at the time of the development of Judaism. Only the first three generations (Abraham, Isaac, and Jacob) are called “Hebrews.” In the book of Genesis, Jacob's name is changed to Israel, and his children and succeeding generations call themselves Children of Israel, or Israelites. The term *Israelites* should be used until the destruction of the Kingdom of Israel in 722 B.C.E. This has been corrected in the main textbook.

The Hebrew Bible is the correct name of the Jewish holy book. It is more respectful to note that Christians call the Hebrew Bible, the Old Testament. The beliefs of the Israelites continue today in Judaism, so they are correctly termed “Jewish beliefs.”

The sixth sentence is a good place to note that the Israelites were earlier called Hebrews and later called the Jews.

The Ten Commandments is only one small part of Jewish law, which is contained in the Torah, the first part of the Hebrew Bible, and actually consists of 613 commandments, not just ten. Jewish law is still observed today, so the present tense is more appropriate.

The date definer, B.C. is generally capitalized.

This summary correctly notes that many of Jesus' teachings come from Judaism, which is appropriate since he was Jewish, but the way the sentences are divided, it makes it appear that only the Ten Commandments came from Judaism, and that loving God and one's neighbors are not Jewish ideas. This implies that Judaism is a religion only of law and ritual, while Christianity is presented as a religion of love. This seems to reflect Replacement Theology, which views Judaism as an imperfect prelude to Christianity and focuses on negative aspects of Judaism. This can be corrected easily in the text by noting that Jesus preached Jewish ideas, and including the later ideas as having Jewish origins since they did.

*****Online only content end

*****Online only content start

Primary Source Handbook

Note: The online and print editions refer to this online primary source collection, but ICS was unable to locate it and check if the following changes were made. Note online page numbers may be different than the version included in the Georgia survey edition. **Please confirm that these changes will be made to the Tennessee and national editions of this text.**

p. R41, Primary Source Handbook, **Change:** “from the ~~King James Bible~~ Hebrew Bible, Psalm 23.” Also **Change the text of the psalm to the text in the Tanakh.**

Since this psalm represents Jewish literature, the Jewish translation should be used, not the Christian translation of the King James Bible. **HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.**

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R59, Primary Source Handbook, Document Based Questions, **Change:**

1. “What does ~~the narrator~~ Wiesel mean when he says...”
3. “What does ~~the narrator~~ Wiesel mean when he describes...”

In the other primary sources the person speaking is named. It is very strange and inappropriate to refer to Elie Wiesel as “the narrator” in these two questions instead of using his name. The effect is to distance the reader from the writer, who is writing about his personal experience in the Holocaust.

HMH response to GA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

*****Online only content end

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *Geography*, Teachers' Edition,
by Arreola, Smith-Deal, Petersen, and Sanders
Online edition = 2012, ISBN: 978-0-547-49110-3
1 2 3 4 5 6 7 8 9 10 XXX 19 18 17 16 15 14 13 12 11 10
4500000000 B C D E F G**

General Comments:

ICS previously reviewed the 2009 edition of this textbook for the Virginia adoption when it was called McDougal Littell, *World Geography*. ICS is extremely appreciative that so many agreed upon changes for the better have been made to the current online national edition of this textbook. ICS commends HMH for their inclusion of these changes, for working to maintain consistency across state and national editions, and for working with ICS to make a more accurate and effective text. There remain relatively few outstanding issues requiring correction.

Due to time, ICS was not able to go through all the online material. For the sake of consistency, please make similar changes to the online instructional materials on related topics, such as Document Based Questions and In-Depth Resources, as there were similar errors to the maps, text, activities, and assessment questions. ICS would be happy to review these in the future.

Again, ICS thanks HMH for its hard work implementing changes to this text from previous reviews for the Georgia, Florida, and Oklahoma adoptions and to the national editions.

HMH's responses are highlighted in turquoise.

ICS replies and edits agreed to by HMH in earlier editions are highlighted in yellow.

Edits to the teacher's notes are highlighted in pink.

Navigation Notes: To locate the online teacher's edition of this textbook:

1. Log in at <http://my.hrw.com>
2. Select **Social Studies**.
3. Select **Holt McDougal High School Geography 2012** (sixth from the top).
4. Select **Teacher's One-Stop Planner**.
5. Under Resources, select **Interactive Teacher's Edition**. (Browse by Unit/Chapter is the student edition.)

Chapter 4: Human Geography: People and Places

p. 76, teacher's notes World Religions/Worldwide Religious Membership, **Change:** "Judaism is practiced primarily in Israel, ~~and in small pockets of Europe and the United States;~~ and Europe, with smaller populations in South and Central America, Australia, Africa, and Asia."

Judaism is practiced on every continent except Antarctica; however, the largest concentrations of Jews are in the places mentioned in the text. Argentina, Brazil, and Mexico have the 7th, 10th, and 14th largest Jewish populations in the world respectively, and thus South and Central America should be listed. Since there are more Jews in the U.S. than in Europe, the order in which those two areas are listed should be reversed. The edit clarifies that.

HMH Response to VA review: We will make the changes as suggested (with serial commas added after "States" and Africa").

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 76, teacher's notes, Investigating World Religions, **Change:** "Objective – To ~~compare~~ understand the development and basic beliefs of the world's major religions. . . . Task – Make ~~lists~~ a time line of the most important events and lists of key beliefs of the world's major religions ~~and discuss similarities and differences~~. . . .Directions . . . Instruct each student to make a time line of key events and a list of the key beliefs of the religion. ~~In class, have each group compare their lists and discuss the similarities and differences among the religions.~~ Each group should prepare a brief oral summary to share with the entire class. These oral reports should clearly outline the ~~similarities and differences among~~ development and key beliefs of the five religions."

It is not good pedagogy to compare religious beliefs in a public school setting. This leads to judgments of which religion is superior and may be offensive to some families. A better assignment has students learn the basic development, facts, and key beliefs of the five religions without making value judgments as to which is better. Holt included information from the Freedom Forum First Amendment Center in its California *Ancient Civilizations* and *Medieval and Early Modern Times* texts that clarified appropriate teaching about religion as explained here.

HMH Response to VA review: We will make the changes as suggested (except to spell "time line" as two words and to delete the duplicate "the").

ICS Reply: ICS appreciates these changes and kindly requests that they be made to the national online and print editions to ensure that students in Tennessee receive the revised content.

Chapter 21: Physical Geography of Southwest Asia: Harsh and Arid Lands

p. 480, Map Heading, **Change:** "~~Israel, 1948~~ Territorial Changes between 1947 and 1967."

The first map does not show the State of Israel as created in 1948; as the key makes clear, it depicts both the Jewish state and Arab state as proposed by the UN Partition Plan of 1947.

HMH Response to VA review: We will make the change as suggested. We will also change references to this map, such as on p. 480 of the Teacher's Edition (side col.) and in the Contents (p. xxii).

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 480, Map 1, **Change:** "~~1948-1947~~"

This is a map of the 1947 UN partition plan, not a map of Israel in 1948.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 480, Map 1, **Delete:** "~~West Bank~~" and the white dotted line outlining the West Bank.

At the time of the 1947 UN Partition Plan, there was no "West Bank." The term came into existence when it was defined by the Armistice Agreement between Israel and Jordan in 1949.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 480, 1967 map, **Change:** “Territory ~~occupied~~ gained by Israel, June 1967”

Since Israel gained this territory as a result of a defensive war and was willing to return it in exchange for peace, the term “occupied” should be eliminated. Holt McDougal made this change in *American Anthem* and in *Holt World Geography Today*, 2008, p.456.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 481, small map insert, **Delete:** “Palestine”

The inclusion of the name “Palestine” stretched across the whole of Israel on the small modern map is inaccurate and inappropriate. This seems like a political statement that has no place in a geography textbook. This change was already made to this textbook to the similar small insert map on p. 479.

HMH Response to VA review : We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 482, teacher’s notes, Answers, #1, **Add:** “9 percent; Turkey, Iraq, Iran, Syria”

Kurds also live in Syria, as the map shows.

p. 483, Religious Groups of Southwest Asia zoom map, **Add:** Jewish star and Christian cross by the city of Hebron.

According to Jewish tradition, the Patriarchs Abraham, Isaac, and Jacob, and the Matriarchs Sarah, Rebecca, and Leah are buried in the Cave of Machpelah (Tomb of the Patriarchs), which is the world's most ancient Jewish site and the second holiest place for the Jewish people after the Temple Mount in Jerusalem. This site is important to Christians and to Muslims because they trace their history to the covenant God made with Abraham in the Hebrew Bible. Hebron contains many other sites of Jewish religious and historical significance, including the tombs of Ruth and Jesse, great-grandmother and father of King David.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 484, teacher’s notes, Instruct: Objective, Regional Data File, **Change:** “Which ~~four~~ five Southwest Asian countries have the highest literacy rate? (*Cyprus, Israel, Jordan, Kuwait, United Arab Emirates*)”

Jordan ranks 5th, but the question asks for the top four. Jordan’s literacy rate is 90%, only one percentage point below the United Arab Emirates. The five countries listed in the answer all have literacy rates in the 90th percentile.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Chapter 22: Human Geography of Southwest Asia: Religion, Politics, and Oil

p. 504, Timeline, **Change:** “613 Muhammad, ~~Prophet of Islam~~, begins preaching.”

That Muhammad is a prophet is a religious belief, not historical fact.

HMH Response to VA review: We will make the change as suggested; we also will change the entry for 613 to read: “Muhammad, Prophet of Islam, begins preaching.” (It is important to include his title in at least one of the entries.)

ICS Reply: ICS appreciates the HMH will make the change to the timeline. We were not clear about what will be done per the second clause of the sentence. ICS understands wanting to explain Muhammad’s significance to Muslims. An appropriate phrasing to this end would be “Muhammad, revered by Muslims as a prophet, began preaching...”

p. 506, Religious Duties Shape Lives, **Change:** “Women’s roles have gradually expanded during the 20th century, although women in Saudi Arabia cannot vote, drive cars, or leave their homes unaccompanied. More Arabic women are becoming educated and are able to pursue careers in other nations. ~~Because the family is viewed as very important, many women stay at home to manage household affairs.~~”

The text omits critical facts about the realities of life for women in Saudi Arabia.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 510, A Human Perspective, par. 2, **Change:** “To understand why a simple visit to a holy place would cause such problems, it is necessary to understand the history of the region. There is enormous disagreement over control of Jerusalem and ~~of the lands Arabs call the~~ Occupied Palestinian Territories. (See the map page 480.) In fact, the relations between Arabs and Israelis affect the entire region of the Eastern Mediterranean.”

ICS thanks HMH for this much improved selection. The changes have made it much more accurate and balanced. One issue remains. The text should use the neutral term “Palestinian Territories.” ICS appreciates that the publisher has noted that it is a biased term used by one side, but it implies an entire political argument that takes one side of the conflict. A neutral undisputed term is more appropriate for this introduction. Holt McDougal removed the term “Occupied Territories” in *American Anthem* and in *Holt World Geography Today*, 2008, p.456.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 512, Creating the State of Israel, par. 1, **Change:** “In 1947, the United Nations developed a plan to divide the Palestine Mandate into two states—one for Arabs and one for Jews.”

The area at this time was called the Palestine Mandate. The land of Israel is unquestionably the Jewish homeland, the site of the development of the Jewish religion and people, so it is inaccurate to state that it “was considered the Jewish homeland.” Holt McDougal made this edit in *American Anthem* and *World Geography Today*, 2008. p. 456.

p. 512, ~~Geographic Thinking Using the Atlas~~, **Change:** ~~“Use the Atlas on page 480. How was the land Israel occupied in 1967 different from the land it held in 1948? B. Answer Israel held more land and occupied certain Arab territories.”~~

This question and answer should be deleted because it cannot be accurately answered by the maps on p. 480. The first map is inaccurate and cannot be used to answer this question. Further, the question shows a one-sided preoccupation with Israeli control of land and does not acknowledge all of the territorial shifts that have occurred in wars, for instance Jordan’s and Egypt’s control of the West Bank, East Jerusalem, and the Gaza Strip from 1948-1967.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 514, growing up in...Israel, **Add:** “Service in the armed forces helps build unity and identity for Israelis and is considered necessary because of attacks against the country.”

The text should clarify that Israel does not have compulsory military service to “build unity and identity” but rather to protect its existence and citizens from attack.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 515, GeoActivity, Making Comparisons, **Change:** “Review the maps on pages 480~~1~~ and 512 ~~502~~. Create a ~~series of four~~ sketch maps that shows ~~how the Eastern Mediterranean subregion changed from 1948 to the present~~. Write a caption on each map describing the change ~~from the previous map~~ the four countries of the subregion and their capitals. Using the Regional Data File on pages 484–485, compare the total areas and populations of these countries. Make a chart of these four facts: country, capital, area, population.”

The map activity seems designed to illustrate the position that the land of Israel really belongs to the Arabs, and the Israelis have no right to it and that the Israelis have taken large areas of land belonging to others.

The replacement exercise asks students to focus on all the countries of the subregion and compare their size and population. Since the chapter section gives little attention to Jordan, Lebanon, and Syria, this exercise is an opportunity to help students learn more about these countries.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 515, teacher’s notes, Section 2 Assessment Answers, #2 bullet 1 **Add:** (religious holy places), “...the Western Wall, the Mount of Olives, the Church of the Holy Sepulchre, and the Dome of the Rock”

The Christian holy places are mentioned on p. 510 and should be included as part of the correct answer.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 522, Chapter 22 Assessment Answers. Reviewing Places & Terms, B. Possible Responses, 16, **Change:** “It is the only remaining part of the Jewish Temple destroyed by the Romans.

It is customary to capitalize the Temple in Jerusalem, the central holy site of the Jewish religion.

HMH Response to VA review: We will make the change as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Chapter 23: Today's Issues: Southwest Asia

p. 523a, Section 3, Case Study Regional Conflict Over Land, Main Ideas, bullet 1, **Change:**

“The-conflict between Israelis and Arabs over land and statehood, and Arab non-acceptance of the Jewish State of Israel in Southwest Asia disrupts life in the region.”

Much of the conflict stems from the refusal of Arab states’ and Palestinians’ refusal to accept the existence of a Jewish state in the region (see the charters of the PLO and Hamas), in addition to conflicts with the Palestinians over land and statehood for Palestinians.” **Holt McDougal made a similar edit to *United States Government*, 2010, p. 477.**

p. 527, Title, **Add:** “Palestinian and Jewish Refugees”

ICS thanks HMH for including more accurate and balanced information on Jewish and Palestinian refugees. This section now includes information on the equal number of Jewish refugees who were driven from their homes in Arab lands and moved to Israel, and so the section title should reflect this. For accuracy and balance, this section heading needs to include both peoples, who as the section states, “have been displaced in the region.” Two refugee groups resulted from the war: Jewish and Arab. The comparable number of Jewish refugees from Arab lands should be included alongside the Palestinian Arab refugees. See Malka Hillel Shulewitz, ed., *The Forgotten Millions: The Modern Jewish Exodus from Arab Lands* (London: Continuum, 2000). **McDougal Littell agreed to similar edits in *World Geography* TE, 2009, Virginia, p. 513 and Holt McDougal agreed to similar edits in *World Geography Today*, 2008, Indiana, p.460. Similar edits were made in Holt McDougal *Eastern World* TE, 2012, Georgia, p. GA39.**

p. 534, Primary Source B, **Change:** “*This statement was made December 31, 2000, by the Palestinian cabinet. It reflect opposition to President Clinton’s plan for resolving the issue of “right of return” and control of the holy sites of Jerusalem, as well as the Palestinian interpretation of UN Resolution 194, which is disputed.*”

Resolution 194 makes no mention of the “right of return,” thus this should be explained as the Palestinian interpretation of the resolution, not the content of the resolution.

HMH Response to VA review: We will make the change as suggested (with some of the original text retained).

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 527, par. 1, **Change:** “Another group, some of whom have been displaced in the region, are the Palestinians. They are the Arabs and their descendants who lived ~~or still live~~ in the area formerly called the Palestine Mandate, which is today Israel, Gaza, and the West Bank. ~~Today, much of that land is now in Israel.~~ Palestinians live in the West Bank, Gaza, Israel, and in other nations, and one-third of Palestinians are refugees. The Palestinians are ~~a group of people, like the Kurds, who consider themselves a stateless still working toward having an independent state nation.~~”

ICS thanks HMH for improvements to this paragraph, but it still has several problems.

1. The second sentence is confusing, mixing the past and present of a complicated situation. The above edit solves the geographic explanation in a neutral manner. The current sentence states that Arabs who still live in the former area of the Palestine Mandate are Palestinian refugees; but the Palestinians who live in Israel are not refugees but Israeli citizens. And many of the Palestinians who are natives of the West Bank and Gaza are not refugees. Borders have moved but they have not. So only some of those in the West Bank and Gaza are refugees.

2. The next-to-last sentence needs to be deleted because it implies that part of Israel belongs to the Palestinians, making a political point, rather than a neutral geographic statement. By UN definition, Palestinian refugees are the Palestinians who left Israel during or after the 1948 war and their descendants. See the UNRWA definition of who is a Palestinian refugee. <http://www.unrwa.org/etemplate.php?id=86>.
3. The text should state that Palestinians live in the West Bank, Gaza, Israel, and in other countries.
4. Only one-third of Palestinians are refugees. In Gaza, which contains the highest percentage of people in refugee camps, 50% of the population lives in refugee camps. In the West Bank, 20% live in refugee camps. One-third of Palestinian Arabs live in refugee camps.
5. It is more accurate to state that the Palestinians are still working toward an independent state. The Palestinians may consider themselves a stateless nation, but unlike the Kurds, they have been offered their own state beginning in 1947 and will have a state if they agree to peace with Israel. Their situation is different from the Kurds and should not be equated with it.

p. 527, par. 3, **Change:** “In 1948 when Israel was founded, ~~and during the 1948-1949 war,~~ **five Arab states attacked.** As a result of the war, ~~between 520,000 and 1,000,000~~ around 700,000 Arabs fled Israel.”

The text fails to explain that five Arab states invaded Israel in 1948, which started the chain of events that led to the 1948-49 war that created Palestinian Arab refugees.

HMH suggested that “around 700,000 Arabs fled Israel” is a fair and accurate estimation of the number of Palestinian Arab refugees, since there is no scholarly consensus on the exact number of refugees due to the chaos of war, duplicate and false registrations, and various other factors. See HMH response to VA review below.

HMH Response to VA review: We will make the changes as suggested—except we will change “between 520,000 and 1,000,000” to “around 700,000” (a number we have used in *Human Legacy*, p. 951, which ICS has previously reviewed and found acceptable). We also will use a semicolon after “Arab lands” rather than a comma, and will delete “and”.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 527, Geo Activity, Making Comparisons, **Change:** “~~Do some additional research to find more about the land claims of Kurds and Palestinians. Then create a Venn diagram showing the ways in which the Kurds and Palestinians’ land claims are different from each other. In what ways was the plight of Palestinian refugees and Jewish refugees from Arab countries similar and different?~~”

Two different activities focus on the differences between the Kurds’ and Palestinians’ land claims. This is repetitive. The substitute question focuses students on another refugee group in the region – Jewish refugees from Arab countries. These were excluded from the original text and now should be addressed in an activity. This pedagogically sound question raises interesting contrasts in the treatment of each group and complements the text.

p. 527, teacher’s notes, Daily Life for Palestinians, last sentence, **Change:** “Tens of thousands of Palestinians must pass through such security checkpoints to get to work in Israel—an often frustrating and ~~humiliating~~ time-consuming experience.”

The text should acknowledge that these Palestinians pass through the checkpoints to get to work in Israel. Further, the text should not explain this as humiliating because the purpose is for security. It is a necessary safety measure brought about by terrorist attacks, similar to the

requirement for all passengers to remove their shoes and undergo security checks in American airports.

HMH Response to VA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R19, Gaza Strip, **Change:** "...a territory along the Mediterranean Sea....; part of the land set aside for Palestinians by the 1947 UN Partition Plan ~~which was occupied by Israel in 1967 and ruled by Palestinians today.~~"

There is no justification for including "occupied by Israel in 1967" and omitting the current status of the Gaza Strip.

HMH Response to VA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R20, Islam, **Change:** "a monotheistic religion based on the teachings of ~~the prophet~~ Muhammad..."

Use of "their prophet" indicates that this is a religious belief. Holt made a similar change in *World History*, 7th Grade Kentucky Teacher's Edition, 2006, p. 358 and in *Holt World Geography Today*, 2008.

HMH Response to VA review: We will delete "the prophet" (*their* has no antecedent).

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R22, Palestine Liberation Organization, **Change:** "a nationalist group formed in the 1960s to regain ~~the Arab land in Israel~~ for Palestinian Arabs."

The PLO was formed to destroy Israel and turn it into an Arab Palestinian state. Holt McDougal made a similar edit in *World Geography Today*, 2008.

HMH Response to VA review: We will make the change as suggested (except we will change "a group" to "a nationalist group").

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R22, Palestinians, **Change:** "a ~~displaced~~ group of Arabs who lived or still live in the area formerly called the Palestine Mandate ~~and now called Israel.~~"

Not all Palestinians were or are displaced. The area which they left and the area in which most still reside was part of the British Mandate for Palestine, whose territorial boundaries far exceeded the present State of Israel's. Finally, there never was a separate political entity called Palestine. This entry implies the real name of the region is Palestine. Holt McDougal made this edit on p.456 *World Geography Today*, 2008.

HMH Response to VA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. R24, stateless nation, **Change:** "a nation of people that does not have a ~~territory to legally occupy~~ country of their own, like the ~~Palestinians~~, Kurds, and Basques."

The Kurds and Basques live in their native lands. However, they do not rule a country of their own. The Palestinians, unlike the Kurds and Basques, can have a country of their own if they

decide to accept peace with Israel, and they currently control Gaza and most of the West Bank. Thus, they are not a stateless nation.

HMH Response to VA review: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Glossary: **Note:** Please make corresponding revisions to the Spanish Glossary.

HMH Response to VA review: We will follow-up the Glossary changes in Spanish (pp. R29, R30, R32, R34,).

ICS Reply: Thank you very much. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *Western Civilization: Since 1300*
Jackson J. Spielvogel, Eighth Edition
2012 ISBN-13: 978-0-495-91259-0**

General Comments:

ICS reviewed this book in the 8th edition when it was a Cengage title. Please make these changes to the 2012 8th edition for the 2013 Tennessee state adoption.

This book provides in-depth coverage of Western history since 1300. The sections on anti-Semitism in the enlightenment and in the 19th century are very well done and their placement amidst other national movements is an important point often omitted in texts. Coverage of the Holocaust is effective. The content on the Arab-Israeli situation is in many ways accurate, yet it contains some errors and bias. Most troubling is how the text uses the loaded terms “occupied” and “occupied territories” with regard to Israel, but not for other states in similar situations.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text’s accuracy and balance.

Edits agreed to by HMH in other textbooks are highlighted in yellow.

pp. 309-312: The coverage of anti-Semitism, organized massacres, and the financial motivations behind them from 1349-51 during the Black Death is extremely detailed and very well done.

pp. 537-38, Toleration of the Jews: The coverage of Jews in Europe during the Enlightenment is thorough and well explained.

pp. 716, Emigration: This section contains the interesting statistic that Jews constituted 40% of Russian emigrants to the United States from 1900 to 1913, and 12% of all immigrants 1900-1905.

pp. 738-39, The Work of Einstein, **Add:** “Albert Einstein (1879-1955), a German-born Jewish patent officer working in Switzerland...”

The text does not mention that Einstein was Jewish. This is appropriate given the point on p. 752 about the increased opportunities for Jews in the professions. Holt McDougal agreed to this edit in *United States History: Beginnings to 1877* TE, 2011, Virginia, p. 223.

p. 740, Sigmund Freud and Psychoanalysis, **Add:** “Around the turn of the twentieth century, a Jewish Viennese doctor, Sigmund Freud...”

The text does not mention that Freud was Jewish. Identifying Einstein and Freud by countries of origin without noting that they were Jewish does not make clear their ethnicity. They should be identified as Jews to help illustrate the point on p. 752 about increased opportunities for Jews in the professions.

p. 742: This section on the origins of German volkish thought and anti-Semitism effectively clarifies the origin of racist rather than religious anti-Semitism.

pp. 752-53, Jews in the European Nation-State: This section covers anti-Semitism, emancipation, pogroms, and the development of Zionism. The introduction to Zionism is good and the contextualization of Jewish nationalism amidst other national movements in the nineteenth century is an important point often omitted in texts.

p. 752, col. 2, par. 3, **Change:** “After 1898, the political strength of the German anti-Semitic parties began ~~to~~ a temporary decline.”

The text should qualify the statement about the declining political strength of German antisemitic parties, as this was a temporary waning.

p. 752-53, col. 2, par. 4: The text notes that between 1903 and 1906 pogroms took place in almost seven hundred Russian towns, mostly in Ukraine. This informative statistic helps students understand the cause of Jewish emigration.

p. 753, col. 1, last par., **Change:** “Despite ~~the warnings, however~~ Ottoman opposition, the first Zionist Congress, which met in Switzerland in 1897, proclaimed as its aim the creation of a ‘home in Palestine secured by public law’ for the Jewish people.”

The text tells of Ottoman opposition to Jewish immigration, which posed a significant obstacle to the goals of the First Zionist Congress, and this should be emphasized over the opinion of one Jewish essayist who was not widely read at the time. Ahad Ha'am visited but did not live in the region, and this brief quotation misrepresents the goals of Zionism as displacing the Arabs. Thus this quote is slanted against the creation of a Jewish state in the region. Since that is just one person's opinion, the text's use of the word “warnings” inaccurately leads students to the conclusion that the Jewish goal was to displace the Arabs in the area. The Jews purchased land and sought to cooperate with the people already living there, which included Jews as well as Arabs.

p. 754, The Voice of Zionism, introduction, **Change:** “During several weeks of feverish composition, he set out to analyze the fundamental causes of anti-Semitism and devise a solution to the “Jewish ~~problem~~ Question.”

Herzl spoke of a solution to the “Jewish Question” not the “Jewish problem,” as correctly quoted in this passage from *The Jewish State* col. 1, paragraph 4, “I shall now put the Jewish Question in the curtest possible form...” and in the last quoted paragraph, “This guard of honor would be the great symbol of the solution of the Jewish Question after eighteen centuries of Jewish suffering.” The text should not change Herzl's wording because “the Jewish problem” has a different meaning. P. 870, map 27.4, uses the term “Jewish problem” in relation to Hitler's Final Solution, the mass execution of Europe's Jews by the Nazis and their collaborators.

p. 774A, Review Question 4, Answer (E), **Change:** “their fellow Europeans remained generally anti-Semitic and Jews sought a homeland ~~for the Jews~~ outside Europe.”

The first half of the answer is correct, but the second half is worded in such a way that it appears that it was “their fellow Europeans” that “sought a homeland for the Jews outside Europe,” when it was Jews themselves that desired a homeland in the land of Israel.

p. 774A, Review Question 5, Answer (B), **Change:** “Resulted in the complete separation of church and state and convinced the future Zionist leader Herzl that Jews needed a state of their own.”

This answer reflects the two major outcomes of the Dreyfus affair in France as stated in the text on page 755. Since the text mentions the first outcome of the separation of church and state in only one brief sentence, this complete answer more accurately helps student’s understand the significance of the Dreyfus affair.

pp. 867-871: “The Holocaust” **Note:** The coverage is detailed and for the most part outstanding. A few problems are detailed below.

p. 870, col. 2, par. 3, **Change:** “The Germans ~~killed between 5 and 6~~ murdered 6 million Jews, more than 3 million of them in the death camps.”

Scholars use the standard figure of 6 million Jews exterminated and the map figures support this. *Killed* is a mild word to summarize what should appropriately be termed *murdered*.

p. 871, col. 1, par. 2, **Change title:** “The Other Holocaust Extermination”

The term Holocaust is specific to the program of systematic state-sponsored extermination by Nazi Germany against the Jewish people in WWII and should not be confused with the more general term, genocide. Of course, other victims of Nazi aggression should be discussed in the text, though not by the term Holocaust. The section should be re-titled: “The Other Extermination” or alternatively, “The Other Mass Murder.” Holt McDougal agreed to this edit in *Modern World History* TE, 2011, Virginia, p. 503 and to similar edits p. R59. Similar edits were made in Holt McDougal *Eastern World* TE, 2012, Georgia, p. GA39.

pp. 867-71: The text does not describe the inaction of the allies, most countries’ widespread rejection of fleeing Jewish refugees, or the displaced people and survivors after the war.

pp. 877-79, Aftermath of the War: The text does not mention the fate of displaced Jewish survivors after the war or the displaced persons’ camps where Holocaust survivors lived for years after the war.

p. 884A, Review Question #1, Answer C, **Change:** “~~believed their plight could not get any worse and so became good citizens who followed the laws of the German government~~ suffered increasing restrictions, violent attacks, and imprisonment.”

None of the five answers provided are correct. Further, this incorrect answer implies that the Jews were punished because they were not good citizens, which is false. The answer provided is correct and taken from information in the text.

p. 896, col. 2, par. 2, **Add:** “Jordan, Israel, Syria, and Lebanon, all European mandates before the war, became independent (see Map 28.3).”

Israel is erroneously omitted from the list of the states in the Middle East which were formed from the British and French mandates that became independent after WWII. The map referenced at the end of this sentence correctly shows Israel as one of the states that became independent at this time.

p. 896, col. 2, **Change title:** “The Question of Palestine Creation of Israel”

The unfortunate name and focus of this section, coupled with the repeated use of “Palestine” rather than the accurate “Palestine Mandate” serve to delegitimize the State of Israel and show clear sympathy and bias for the Arab Palestinian side. A more appropriate title would be “The Creation of Israel,” the topic of the section.

p. 896, col. 2, par. 2, **Change:** “The one issue on which all Muslim states in the area could agree was ~~the question of Palestine~~ opposition to a Jewish state. As tensions between Jews and Arabs intensified in ~~that the Palestine m~~ Mandate during the 1930s, the British reduced Jewish immigration into the area and firmly rejected Jewish proposals for a Jewish state ~~in Palestine.~~”

The text should be straightforward in stating that what united the Muslim states was their opposition to a Jewish state. References at this time should be to “the Palestine Mandate,” the official name of the area. Use of “Palestine” implies that a state by that name existed which the Jews were attempting to take from the Arabs, which is untrue.

p. 896-897, **Change:** “The Zionists, who wanted ~~Palestine~~ their ancient homeland as a home for Jews, were ~~not to be denied, however~~ determined. The murder of six million of their brethren only strengthened their resolve. Many people had been shocked at the end of World War II when they learned about the Holocaust, and sympathy for the Jewish cause grew dramatically. ~~As a result, the Zionists turned for support to the United States, and i~~n March 1948, the Truman administration approved the concept on an independent Jewish state in part of the Palestine Mandate ~~even though where~~ Jews comprised only about one-third the majority of the local population.”

This paragraph misleads readers by failing to mention that the Palestine Mandate had already been divided to create an Arab kingdom (Jordan), that Jews were willing to accept a state in part of the remaining Palestine Mandate, and that the U.N. Partition Plan divided the land according to demographics.

The text should clarify that this region was the ancient homeland of the Jews. The language “were not be denied, however” comes across as political rhetoric, rather than objective scholarship. Given the sentence that follows, it would be worth noting that the Holocaust emphasized the value of the Zionist project for Jews and bolstered the determination of the Zionist movement. The suggested deletion, which is unnecessary, creates room for this point.

Neither the Zionists nor President Truman insisted on all of the remaining Palestine Mandate as a Jewish state. (80% of the original Palestine Mandate had already been given to the Hashemites as an Arab kingdom, Transjordan, and Jews were forbidden to live there.) A Jewish state in the Palestine Mandate had been promised as part of the agreements ending World War I. By the time of Israel’s creation the Zionists realized their state would not include all of the remaining Palestine Mandate.

The UN partition plan divided the land according to demographics, assigning major population centers of Arabs and Jews so that each group was the majority in their area. Much of the land assigned to the Jews was sparsely inhabited desert.

p. 897, par. 1, **Change:** “When a United Nations resolution divided the Palestine Mandate into a Jewish state and an Arab state, the Jews ~~in Palestine acted~~ accepted and the Arabs rejected the proposal. On May 14, 1948, ~~they~~ the Jews proclaimed the s State of Israel.”

The text needs to state that the Jews accepted and the Arabs rejected the proposal for two states. Nowhere does the text clarify that the Arabs rejected their state, or that Israel was not created in the entire Palestine Mandate.

“State of Israel” is the official country name, so “State” should be capitalized.

p. 897, col. 1, par. 2, **Change:** “Its Arab neighbors saw the new state as a betrayal of the Palestinian ~~people~~ Arabs, 90 percent of whom were Muslim.”

The text should refer to the “Palestinian Arabs” just as it refers to the “Jews in Palestine” because “Palestinian” was not a distinct Arab national group in 1948.

p. 897, col. 1, par 2, **Change:** “~~Outraged at the lack of Western support for Muslim interests in the area, several~~ Five Arab countries invaded the new Jewish state. The invasion failed, but ~~both sides remained bitter. Egypt took Gaza; Jordan took the West Bank and East Jerusalem. They did not create a Palestinian Arab state.~~ The Arab states refused to recognize the existence of Israel.”

The text does not explain that Jordan annexed the West Bank and East Jerusalem, that Egypt took over Gaza, and that the Arab countries did not create an Arab Palestinian state. This is more significant than the opinion that the Arab states invaded Israel because of “outrage at the lack of Western support for Muslim interests in the area.” This statement creates the impression that the attack by five neighboring nations to destroy the newly created State of Israel was justified. The addition is important as it explains the land gains by Egypt and Jordan.

p. 897: The original source material by Frantz Fanon, *The Wretched of the Earth*, which discusses how two teenaged Algerians murdered a schoolmate because he was European, is an inappropriate insertion within the textbook’s discussion of the creation of Israel as it justifies murder of those considered colonial powers and plays into the inaccuracy that Israel is a colonial power. This should be removed or situated into a more appropriate section of the textbook.

p. 898, col. 2, par. 1, **Change:** “The PLO believed that only the Palestinian ~~peoples~~ Arabs (and not Jewish immigrants from abroad) had the right to form a state in the Palestine region.”

Jews have always lived in the region of Palestine; however the PLO was not interested in protecting their rights.

There never was a separate political entity called Palestine. This entry continues the text’s biased insistence that the real name of the region is Palestine.

p. 898, col. 2, par. 2, **Change:** “Israeli armies then broke the blockade at the head of the Gulf of Aqaba and ~~occupied~~ captured the Sinai peninsula and Gaza. Other Israeli forces ~~seized Jordanian territory on~~ took control of the West Bank of the Jordan River, ~~occupied~~ gained all of Jerusalem (formerly divided between Jordan and Israel), and attacked Syrian military positions in the Golan Heights area along the Israeli-Syrian border.”

The text uses the loaded terms “occupied” and “occupied territories” exclusively in reference to Israel. It omits mention of Jordan’s and Egypt’s control of the West Bank and Gaza between 1948-1967, during which time neither created an Arab Palestinian state. In fact, the text refers to the West Bank as “Jordanian territory,” which it was not, although the Jordanians controlled it. Neither Jordan nor Egypt is described as occupying Gaza, Jerusalem, or the West Bank. The text should apply the same standards across the board. Holt McDougal agreed to make these changes in *Modern World History* TE, 2011, Virginia. McDougal Littell, *Modern*

World History: Patterns of Interaction, Kentucky edition, 2007, ISBN 0-618-69012, p. 587, agreed to remove the term *occupied* in a similar context. Holt McDougal agreed to remove “occupied” in *American Anthem*. Holt McDougal agreed similar edits in *Ancient World History: Patterns of Interaction* TE, 2009, Virginia, p. A41, *American Anthem*, p.587, and in *Holt World Geography Today*, 2008, p.456.

p. 898, col. 2, par. 2, **Change:** “Furthermore, another million Palestinians now lived ~~inside Israel’s new borders~~ under Israeli control, most of them in the West Bank.”

The text describes the territory gained in the 1967 war as “inside Israel’s new borders.” Israel did not annex this territory, with the exception of East Jerusalem, so it is inaccurate to describe all of this land as part of Israel. Israel maintained control of these areas expecting that a peace settlement would be negotiated, but the Arabs refused to negotiate.

p. 932, Economic Problems, par. 1, **Add:** “But an oil embargo and price increases by Arab members of the Organization of Petroleum Exporting Countries (OPEC) ~~as a result of following~~ the Arab-Israeli War in 1973 quadrupled oil prices.”

The oil embargo was imposed by the Arab members of OPEC, not by the entire organization. This is also incorrect as the answer to question 8 on p. 980A. Holt McDougal agreed to similar edits in *United States History: Civil War to the Present* TE, 2011, Virginia, p. 927, 944.

p. 943, col. 2, par. 2, **Change:** “Also at the Munich games, the Palestinian terrorist group Black September seized eleven Israeli athletes ~~as hostages, and murdered all of whom died them in a confrontation at an airport.~~”

Eleven Israeli athletes did not “die in a confrontation.” They were murdered by the Palestinian terrorists during the course of the hostage taking. Since not all 11 Israelis were murdered at the airport, this should be removed. The text explains this event more accurately on p. 964, par. 1.

p. 963, col. 2, par. 4, **Change:** “... and in the Balkans, where Yugoslavia broke apart in a bitter conflict not yet completely resolved; ~~and i~~ In the Middle East, where disputes in Palestine Arab-Israeli and the Persian Gulf disputes have grown in strength and erupted into open war.”

The text refers to “disputes in Palestine” and omits the name “Israel” in referencing the Arab-Israeli conflict in the 1980s and 1990s. There is no country of Palestine, but this usage implies that is the “real” name, which delegitimizes Israel. For accuracy and fairness, the text should use “Arab-Israeli.”

p. 965, col. 2, par. 1: The West and Islam, **Change:** “~~No doubt, t~~ The ongoing Israeli-Palestinian conflict, in which the United States has steadfastly supported Israel, the only liberal democracy in the region, helped give rise to anti-Western and especially anti-U.S. feeling among many Muslims.”

This explanation fails to explain reasons for U. S. support of Israel, such as continual attacks on the sovereign state of Israel by neighboring countries, Soviet military support of those countries during the four decades of the cold war, terrorism against Israel and the West, and the fact that Israel was the only democracy in the region. Statements such as those above and others like it such as “The U.S. was the powerful protector of Israel” creates bias against American

support of Israel. As the text further states, there are many other reasons for Muslim anti-Western feelings, and this formulation leads those worried about terrorism to want to withdraw U. S. support for Israel.

p. 980A, #8 (C), **Add:** “Arab members of the Organization of Petroleum Exporting Countries imposed an embargo.”

It was the Arab members of OPEC who took this action, not all members of OPEC. Holt McDougal agreed to similar edits in *United States History: Civil War to the Present* TE, 2011, Virginia, p. 927, 944.

Glossary

p. 984, Holocaust, **Add:** The mass slaughter of six million European Jews by the Nazis during World War II.”

Addition of the number six million puts the scope of the murders in context.

p. 989, Zionism, **Change:** “~~an international~~ a nationalist movement that called for the reestablishment of a Jewish state ~~or a~~ in the ancient Jewish homeland as a refuge for Jews in Palestine.”

Zionism, the national liberation movement of the Jewish people, emerged in the 19th century. The current definition omits that Zionism was part of wave of nationalist movements sweeping Europe in the 19th century, and that the goal was to reestablish a Jewish state in the ancient homeland. The use of “Palestine” implies that is the name of a country, which it never has been.

p. 1007, Index, Jews and Judaism, **Add:** “Black Death and, 309-10;”

One selection from “Causes of the Black Death: Contemporary Views” contains a selection on pp. 309-10 on how Jews were blamed for poisoning the wells to cause the Black Death, “Herman Gigas on Well Poisoning,” and so should be listed in the index under Jews and Judaism.”

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
Holt McDougal HMH *Modern World History: Patterns of Interaction*,
Online National Teacher's Edition**

**Roger B. Beck, Linda Black, Larry S. Kreiger, Phillip C. Naylor, and Dahia Ibo Shabaka
2012, ISBN 978-0-547-49114-1**

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General Comments:

ICS has reviewed other editions of this text in the past and is extremely appreciative that so many agreed upon changes have been made to the current online national edition of this textbook. ICS thanks HMH for their inclusion of these changes, for working to maintain consistency across state and national editions, and for working with ICS to make a more accurate and effective text. ICS commends the publisher for carefully considering issues ICS brings to its attention.

This text contains a wealth of historical information which is well presented. It is comprehensive, balanced, and contains excellent photos, illustrations, and timelines that help the student synthesize information. One example of excellent material in this text is the introduction to “World Religions and Ethical Systems” starting on p. 714. The map and accompanying text on these two pages is excellent. The paragraph “The Study of Religions” is very well stated and gives the rationale for not comparing religions in exercises in the text. This is outstanding guidance for the study of religions.

In comparison to the large number of issues already addressed, there remain relatively few outstanding issues requiring correction. The majority deal with supplemental instructional materials, rather than the main textbook. There are also a few typos and overlooked issues, and a few items ICS would still like to see addressed.

A main issue is that the text still contains the student activity Researching West Bank Settlements on p. 585 that HMH agreed to delete or modify in its correspondence with ICS in early 2013. ICS thanks HMH for this, and requests the change be made to the text for Tennessee students.

Again, ICS thanks HMH for its hard work implementing changes to this text from previous reviews for the Georgia, Florida, and Oklahoma adoptions and to the national editions.

Navigation Notes: To locate the online teacher's edition of this textbook:

1. Log in at <http://my.hrw.com>
2. Select **Social Studies**.
3. Select ***Modern World History: Patterns of Interaction, 2012*** (third from the bottom).
4. Select **Teacher's One-Stop Planner**.
5. Under Resources, select **Interactive Teacher's Edition**. (Browse by Unit/Chapter is the student edition.)

To access some resources reviewed below, select Browse by Resource Type, or other items as noted in the individual edit.

ICS review notes: For easier demarcation, online instructional material reviewed that is not in the main teacher's edition is shown between lines of asterisks *****. At the start of a review section of content that is not in the main teacher's edition, the line of asterisks will say "online only content start" and at the close of the section the asterisks will be followed by "only only content end".

HMH's responses are highlighted in turquoise and bolded. ICS replies and edits agreed to by HMH in earlier editions are highlighted in yellow.

Prologue: The Rise of Democratic Ideas

Section 2, Judeo-Christian Tradition

p. 12, Judeo-Christian Tradition, Main Idea, **Change:** "Judaism and Christianity ~~taught~~ teach individual worth, ethical values, and the need to fight injustice."

Judaism and Christianity are still practiced religions that currently teach the values summarized in the Main Idea, so present tense should be used.

p. 12, Teacher's Notes, Focus and Motivate, **Change:** "Ask students what they know about Judaism, and Christianity. (*Possible Answer: Both believe in one God. Christians believe Jesus is the Messiah, Jews ~~do not~~ left slavery in Egypt for the land of Israel.*)"

It is inappropriate to compare religions in a public school classroom, possibly making students uncomfortable. A likely answer that students might know is how Jews left slavery in Egypt for the land of Israel, as that theme shows up in songs and popular culture, and this answer is positive instead of negative.

p. 13, par. 2, **Change:** "The prophets attacked war, oppression, and greed in statements such as these from the Old Testament Hebrew Bible."

Since this section is about Jewish scriptures, the Jewish name for scriptures should be used rather than the Christian name. In the Christian section, it is fitting to use Christian nomenclature for scripture. **Holt made this change in the California and Kentucky editions of *World History*.**

HMH response to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 13, student text, Analyzing Primary Source, The Ten Commandments, **Change:** "6. You shall not ~~kill~~ murder."

In Jewish translations of the Ten Commandments, the sixth commandment is translated "murder" not "kill." **Since this is the section on Judaism, please check that all scriptural translations come from a Jewish source, such as the Jewish Publication Society *Tanakh*, and not a Christian Bible.**

HMH response to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 14, The Teachings of Christianity, par. 2, **Change:** "Because ~~some referred to him as 'king of the Jews,'~~ he attracted large crowds, the Roman governor considered him a political threat."

To explain that the Roman governor considered him a political threat, it is not necessary to add that some considered him to be king of the Jews. The main reason the Roman governor considered him a threat was because crowds followed him and the Romans feared rebellion.

p. 13, teacher's notes, Connections Across Time and Cultures.

ICS understands that there will not be a change to the “mini” facsimile, but requests the following changes to the actual In-Depth Resources workbook, available online at:

1. At the right side of the Interactive Teacher's Edition, select Browse by Resource Type.
2. Under Planning, select In-Depth Resources.
3. Scroll to p. 9, “PRIMARY SOURCE The Ten Commandments from The New English Bible.”
4. This is also located at:
http://my.hrw.com/SocialStudies/ss_2010/online_tos/hs_modern_world_history_poi/data/resource_index/indepth.pdf

*****Online only content start

p. 9 of “In-Depth Resources Unit 1,” Primary Source, title, **Change:** “The Ten Commandments from the **New English Hebrew Bible**.” This worksheet quotes from a British translation of the Christian Bible, not a Jewish translation of the Hebrew Bible. **The Hebrew Bible should be the primary source in the chapter on Judaism.**

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*. See HMH's correct use of this terminology in other texts.

HMH response to GA and FL reviews: We will *replace* the selection as suggested and change the heading from “New English Bible” to “Hebrew Bible”; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 9 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the **New English Hebrew Bible**, **italicized introduction above the line, Change:** “According to the **Hebrew Bible**, God revealed the Ten Commandments to the **Hebrew Israelite** leader Moses at Mount Sinai. These commandments, which **have been preserved in the Old Testament, are found in the Hebrew Bible** in Exodus 20:1-17 and Deuteronomy 5:6-21, established a code of ethical conduct that **became is** the basis for the civil and religious laws of Judaism. How should people behave responsibly, according to the Ten Commandments?”

The Hebrew Bible should be differentiated from the Christian Bible. Moses was an Israelite not a Hebrew. The reference to the commandments being “preserved in the Old Testament” reflects a replacement theological perspective on Judaism and is inappropriate in the text. The new language contextualizes the commandments in a neutral and accurate manner. The Ten Commandments still serve a key role for Judaism, so present tense *is* is more accurate than *became*.

See HMH's correct use of terminology in other texts.

HMH response to GA and FL reviews: We will *replace* the selection as suggested and change the heading from “New English Bible” to “Hebrew Bible”; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 9 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the New English Hebrew Bible, **Change:** Delete text quoted from the New English Bible. Add the text of primary source from the Hebrew Bible from a Jewish translation, and change the citation at the end of the quote to the new citation.

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.

HMH response to GA and FL reviews: We will *replace* the selection as suggested; we will make this change to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 9 of “In-Depth Resources Unit 1,” Primary Source, The Ten Commandments from the New English Hebrew Bible, **Discussion Questions, Change:** “1. How should the Hebrews act towards others people treat each other? What is the Israelites’ relationship to God?”

The original language used in these questions does not represent a Jewish understanding or approach to the text. The ethical instructions of the Ten Commandments tell the Israelites how to treat each other as well as others they encounter, not just outsiders as implied by the current wording. The other main idea is the Israelites’ relationship to God, and so should be asked about in the question on determining main ideas. The revised questions address the meaning of the commandments from a Jewish perspective, which is fitting for this section.

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*.

HMH response to GA and FL reviews: We will make this changes to the actual In-Depth Resources worksheet but not to the “mini” facsimile.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

*****Online only content end

p. 502, The Holocaust, Setting the Stage, **Change:** “This racist message would eventually lead to the Holocaust, the systematic mass slaughter of Jews and other groups judged inferior by the Nazis. In addition, the Nazis murdered millions of other people they deemed inferior.”

Please see ICS note to p. R44 Glossary entry on the Holocaust. We apologize for this oversight. While the term Holocaust refers specifically to the Nazi genocide of Jews, the Nazi’s killing of other people is no less horrific and certainly warrants mention. For accuracy though, this should be separated from the definition of Holocaust. Regarding the definition, the United States Holocaust Memorial Museum is a useful reference:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>.

*****Online only content start

1. At the right side of the Interactive Teacher’s Edition, select Browse by Resource Type.
2. Under For the Student, Select Chapters in Brief

3. Scroll to pp. 1-2, Chapter P Summary: The Rise of Democratic Ideas. Also located at: http://my.hrw.com/SocialStudies/ss_2010/teacher/hs_worldhistory_modernworld/tabpage/s/teacher/data/unit01/chap_brief.pdf,

pp. 1-2, of Prologue Chapters in Brief, Chapter P Summary: The Rise of Democratic Ideas, 2, The Judeo-Christian Tradition, **Change:** “KEY IDEA Both Judaism and Christianity emphasized the worth of the individual and social responsibility. The Reformation and Renaissance further promoted ideas of individual worth. The ~~Hebrews~~ Israelites were the ancient people who developed Judaism. According to the Hebrew ~~holy book Bible~~, which ~~is the~~ Christians call the Old Testament, the ~~Hebrews~~ Israelites are the children of God. This ~~Hebrew~~ Jewish belief and others led to a new emphasis on the worth of the individual. The ~~Hebrews~~ Israelites, ~~also~~ earlier known as the Hebrews and later known as the Jews, had a written code of law. It ~~was~~ is called the Torah, and includes the Ten Commandments. God gave these laws to Moses in about 1200 ~~b.c.~~ B.C. These laws focused more on morality and ethics than they did on politics. The ~~Hebrews~~ Israelites believed in acting responsibly toward others. They believed that the community should help the unfortunate. The prophets of Judaism hoped for a world without poverty or injustice. Jesus was born in approximately 6 to 4 ~~b.c.~~ B.C. At age 30, he began preaching Jewish ideas, including the Ten Commandments. ~~He also stressed~~ the importance of people’s love for God, their neighbors, their enemies, and themselves. In the first century after Jesus’ death, his followers started a new religion based on his messages. It was called Christianity.”

“The Israelites” was the name of the people at the time of the development of Judaism. Only the first three generations (Abraham, Isaac, and Jacob) are called “Hebrews.” In the book of Genesis, Jacob’s name is changed to Israel, and his children and succeeding generations call themselves Children of Israel, or Israelites. The term *Israelites* should be used until the destruction of the Kingdom of Israel in 722 B.C.E. This has been corrected in the main textbook.

The Hebrew Bible is the correct name of the Jewish holy book. It is more respectful to note that Christians call the Hebrew Bible, the Old Testament. The beliefs of the Israelites continue today in Judaism, so they are correctly termed “Jewish beliefs.”

The sixth sentence is a good place to note that the Israelites were earlier called Hebrews and later called the Jews.

The Ten Commandments is only one small part of Jewish law, which is contained in the Torah, the first part of the Hebrew Bible, and actually consists of 613 commandments, not just ten. Jewish law is still observed today, so the present tense is more appropriate.

The date definer, B.C. is generally capitalized.

This summary correctly notes that many of Jesus’ teachings come from Judaism, which is appropriate since he was Jewish, but the way the sentences are divided, it makes it appear that only the Ten Commandments came from Judaism, and that loving God and one’s neighbors are not Jewish ideas. This implies that Judaism is a religion only of law and ritual, while Christianity is presented as a religion of love. This seems to reflect Replacement Theology, which views Judaism as an imperfect prelude to Christianity and focuses on negative aspects of Judaism. This can be corrected easily in the text by noting that Jesus preached Jewish ideas, and including the later ideas as having Jewish origins since they did.

*****Online only content end

Chapter 18: The Colonies Become New Nations

Section 4: Conflicts in the Middle East

p. 583, Section 4 title, **Change:** “~~Conflicts in the Middle East~~ The Arab-Israeli Conflict”

Although the section title is “Conflicts in the Middle East,” the section focuses on only one Middle Eastern conflict, the Arab-Israeli one, while not including the many other Middle East conflicts that do not involve Israel, such as the Egyptian war in Yemen, the Lebanese civil war, the Iraq-Iran war 1980-1988, and the Iraq-Kuwait conflict 1990-91. An accurate title for the section is “The Arab-Israeli Conflict.” The current title with the content that follows creates the inaccurate impression that the Arab-Israeli conflict is *the only* Middle East conflict.

The fact that other Middle Eastern conflicts are covered in other chapters of the book does not negate the fact that this section only covers the Arab-Israeli conflict, and so is misnamed and erroneous.

HMH response to GA review: The reviewer’s points are well taken, but we strongly prefer to leave the section title as is. Section titles, which are often intentionally broad, are reproduced in dozens of other places throughout a program’s resources, not just on the one page in the Student/Teacher’s Edition, and it is prohibitively expensive to change them unless they are in error, which is not the case here. Other Middle East conflicts are discussed in the textbook (see, e.g., “Confrontations in the Middle East” (on p. 986, which *precedes* the current section). [pp. 552-53 in this book, “The Cold War Divides the World,” on Iran and Afghanistan, five sections back.]

ICS reply to HMH response: ICS respectfully disagrees with the HMH response because accuracy is more important than overly broad titles that mislead the reader.

HMH response to FL review: The section title will be kept as is, for the reasons explained above. We do not believe the title is either misleading or inaccurate. The events covered in the section include multiple wars, intifadas, etc.—which are not reducible to a singular historical event, hence “Conflicts” (pl) is the appropriate section-level title.

ICS reply to HMH response: ICS appreciates that other Middle Eastern conflicts are addressed in the textbook. Our comment focuses on the fact that in Section 4, the only conflict discussed relates to the Arab-Israeli one. Specific events and incidents are covered in the section, though they all relate to Israel, its neighbors, and the Palestinian Arabs. The section title would suggest a broader focus on different conflicts in the large region of the Middle East. ICS is uncomfortable with the impression this section title leaves that this one conflict is the only and most problematic one in the entire Middle East. At the same time, ICS is sympathetic to the work and expense involved for HMH in changing titles. Therefore, we ask that this comment be considered when the text next undergoes a major revision and in future textbooks covering this topic.

p. 583, Why It Matters Now, **Change:** “~~Conflicts in the Middle East threaten the stability~~ The Arab-Israeli conflict is only of many conflicts in of the region today.”

The chapter only discusses the Arab-Israeli conflict and so the “why it matters” should reflect the scope of Section 4. As can be seen by the current problems in Syria, Egypt, Turkey, and Bahrain, there are other economic and political problems that threaten the stability of the region much more than the Arab-Israeli conflict does. Given that these conflicts are not covered in Section 4, it is appropriate at least to acknowledge that the Arab-Israeli conflict is only one of many conflicts in the region.

p. 584, teacher 's notes, Differentiating Instruction, Gifted and Talented Students, Exploring the Balfour Declaration, **mini-facsimile**, Primary Source, The Balfour Declaration, Discussion Questions, Analyzing Issues, **Change**: “#2, What ~~conditions did the British expect Zionists to meet~~ does the document say about non-Jewish communities in the region? What does it say about Jews living in other countries? Explain both of these statements.”

The Balfour Declaration does not set conditions for Zionists to meet, so this question should be changed. The new question asks students to consider the meaning of the document by explaining its components. This is neutral and pedagogically enriching.

HMH response to the GA review: We will also make the following changes (as in VA *Modern World History*, p. 584) to the In-Depth Resources worksheet (but not to the “mini” facsimile): Teacher’s Notes, In-Depth Resources, Primary Source, The Balfour Declaration, “#2, Change: What ~~conditions did the British expect Zionists to meet~~ does the document say about non-Jewish communities in the region? What does it say about Jews living in other countries?”

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

ICS understands that there will not be a change to the “mini” facsimile, but requests the following changes to the actual In-Depth Resources workbook.

p. 584, teacher 's notes, Differentiating Instruction, Gifted and Talented Students, Exploring the Balfour Declaration, **mini-facsimile**, Primary Source, The Balfour Declaration, Discussion Questions, Analyzing Issues, **Change**: “#3 Zionists such as Lord Rothschild were pleased by the letter from Balfour. How do you think Muslim, Christian, and Jewish residents of Palestine might have responded to Balfour’s letter?”

Under “Instructions” in the teacher’s notes, nearly the same question is asked under the first bullet listed for discussion. This addition eliminates undue emphasis on Muslim responses over the responses of Christians and Jews.

HMH response to the GA review: We will make the following changes as suggested by ICS in its review of VA *Modern World History* (p. 584): #3, Change: “Zionists such as Lord Rothschild were pleased by the letter from Balfour. How do you think Muslim, Christian, and Jewish residents of Palestine might have responded to Balfour’s letter?”

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

ICS understands that there will not be a change to the “mini” facsimile, but requests the following changes to the actual In-Depth Resources workbook.

p. 585. Arab-Israeli Wars Continue, par. 2, **Change**: “The Israelis struck airfields in Egypt, ~~Iran~~ Iraq, Jordan, and Syria.”

The country that is meant is Iraq, not Iran. On June 4, Iraq joined the military alliance with Egypt, Jordan, and Syria against Israel, and on June 5, Israel struck one of Iraq’s airfields. In 1967, Iran was an ally of Israel and Israel’s main supplier of oil. Iraq is correct.

HMH response to GA and FL reviews: We will make the following changes (as suggested by ICS in review of identical text for VA *Modern World History*, p. 585): Change: “~~Soon after the strikes on Arab airfields began, t~~ Arab armies massed on Israel’s borders. The Israelis struck airfields in Egypt, ~~Iran~~ Iraq, Jordan, and Syria.”

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 585, teacher's notes, Cooperative Learning, Researching West Bank Settlements, **Delete:** **This entire exercise should be deleted and another exercise substituted.** The goals of cooperative learning on a topic covered in this section could be achieved by designing an activity researching the educational systems in the West Bank, Gaza, and Israel, and comparing the different curricula, languages, organization, examinations, literacy and higher education rates.

The suggested time for this activity is 30 minutes. It would be very hard for an adult knowledgeable about the history of the West Bank to complete this activity given a much longer time frame, as the issues are complex, fraught with misunderstandings, and politically charged. Students searching for "West Bank Settlements" on the internet would encounter a wide range of extremist positions from all sides. The instructions tell students to be "fair and impartial" which is very challenging when gaining information from polarized web sites.

HMH Response to FL review: The Task and Purpose of this activity are very broad, and thus it is appropriate for the time frame recommended. Granted, it is challenging activity; but like all others contained in our Teacher's Editions, it is included with the expectation that teachers will use it as they see fit, and adapt it if necessary to their specific needs. We trust the teacher's judgment about whether a particular activity would work for her or his classroom. Again, it should be noted that this text is unchanged from previous editions that were previously deemed acceptable by the reviewer.

ICS reply to HMH Response in Oklahoma review: In searching various editions of the text, ICS has verified that HMH is correct that this exercise has appeared in texts for several years. However, ICS unfortunately overlooked this problematic exercise until a different reviewer noted it in the Florida review. This was a mistake by ICS, which we regret, and does not indicate that we found the exercise acceptable.

A search of the web today reveals mainly one-sided items about West Bank Settlements which are overwhelmingly negative about Israel and pro-Palestinian. ICS observes the same bias in national newspapers, magazines, and other media. Focus on this issue also leads students to believe that the settlements are the main obstacle to peace, when in fact Israel has in the past removed settlements from the Sinai in return for peace and removed settlements from Gaza in the hope of peace, though that hope was not fulfilled.

It will not be possible for students to discern the settlements' "effect on the Palestinian and Jewish[Israeli] populations and the prospects for peace in the region" from the readily available sources. Thus ICS does not think that the goals of the exercise, to "clearly convey various sides of the issue, list an equal number of arguments by all sides, and be fair and impartial" can be met. Therefore we ask HMH to choose a less contentious issue, such as the education systems of the region suggested above, to meet those goals.

HMH Response to the Oklahoma review: In light of the reviewer's further arguments, we will agree to remove this activity from the Teacher's Edition for GA, FL, other state editions and national eds. (i.e., *Modern World History* and the full survey).

ICS reply: ICS greatly appreciates HMH's responsiveness and kindly requests that the publisher make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 586, teacher's notes, Analyzing Primary Sources, **Change:** "How, if at all, does this affect the students' response to the views stated? (*Palestinian view—personal; Israeli view—objective;*"

Typo. Israeli is spelled IIsraeli.

*****Online only content start

1. At the right side of the Interactive Teacher's Edition, select Browse by Resource Type.
2. Under Reading Support, select Critical Thinking Transparencies
3. This is also located at:

http://my.hrw.com/SocialStudies/ss_2010/online_tos/hs_modern_world_history_poi/data/unit05/chap18/sec04/crit_think_transl.pdf

p. 587, Critical Thinking Transparencies, Unit 5, Chapter 18, Section 4, CF34, Time Machine, **The A** Middle East Conflict, **Change:** "1947 UN Partition of **the Palestine Mandate**"

This timeline covers one of many Middle East conflicts; Iran-Iraq, Turkey-Kurds, Syria and Lebanon civil wars, and the U.S. versus Afghanistan and Iraq come immediately to mind. So it should be titled: "A Middle East Conflict," not "The Middle East Conflict."

Between 1920 and 1948, the word *mandate* was part of the official name for this area (e.g. *British Mandate for Palestine*, *Palestine Mandate*) and should be included in order to avoid conflating the historical political entity created by the British with contemporary discussion of a future state. **Holt McDougal has made this edit in *American Anthem* and *World Geography Today*.**

HMH response to the GA review: We will make the change as suggested to the ancillary (transparency), but not to the "mini" facsimile.

Note: The edit and explanation in pink highlight above were added to this review for TN, because of an earlier oversight. We would appreciate the change being made to the transparency for the reason explained above.

ICS reply to HMH response: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

ICS understands that there will not be a change to the "mini" facsimile, but requests the changes be made to the actual In-Depth Resources workbook.

p. 587, Critical Thinking Transparencies, Unit 5, Chapter 18, Section 4, CF34, Time Machine, The Middle East Conflict,

Add: "1994 Jordan – Israel Peace Treaty.
2005 Israel withdraws from Gaza."

These major events are discussed in the text on p. 587, and p, 589 respectively, and should be included on the timeline.

*****Online only content end

p. 588, teacher's notes, Peace Slips Away, Critical Thinking, bullet 1, **Change:** "Why do you think **the second intifada followed** Sharon's visit to the Temple Mount **angered Palestinians?** (Possible Answer: Palestinians objected to his visiting **the area of a Muslim holy site, although the Temple Mount is also** a Jewish holy site.)"

The Temple Mount is also Judaism's holy site, which Jews generally cannot visit because two mosques have been built on it. Sharon did not enter the Muslim holy sites; he visited the Temple Mount, a raised area near two mosques that are Muslim holy sites. The additions are necessary to remind students that he visited the Jewish holy site, not the Muslim ones.

HMH responses to GA and FL: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 588, Differentiating Instruction: Struggling Readers, Determining Main Ideas, col. 2, par. 2, **Change:** “Make sure students understand the chronology of the conflict beginning with the creation of the ~~s~~State of Israel in 1948.”

“State” should be capitalized because that is part of the official name of the country, the State of Israel.

HMH responses to GA and FL: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 589, Section 4 Assessment, Main Ideas, #4, **Change:** “What land ~~did Israel gain from the wars against its Arab neighbors~~ was gained and by whom in the Arab-Israeli wars?”

The question is inaccurate and biased in its formulation “Israel’s wars against its Arab neighbors.” In 1948 and 1967, the Arab states were the aggressors, and in 1967, Israel attacked fearing an imminent invasion by neighboring Arab states. The question and answer put an inaccurate emphasis on Israel as an aggressor.

This formulation also implies that Israel took land that legally belonged to its Arab neighbors. This is not historically accurate. The West Bank, East Jerusalem, and the Old City of Jerusalem were occupied by Jordan in the 1948 war, and gained by Israel in 1967. The Gaza Strip was occupied by Egypt in the 1948 war, and gained by Israel in 1967. These regions were not rightfully owned by Jordan or Egypt, and not historically part of them. Israel did gain the Sinai (which Israel returned) and the Golan Heights in 1967, but this precision is not addressed in the current wording of the question and answer.

It is more accurate and balanced to address all land gains during the Arab-Israeli wars.

p. 589, teacher’s notes, Answers to Section 4 Assessment, #4 **Change:** “~~In 1948, Jordan gained the West Bank, East Jerusalem and the Old City; in 1948 Egypt gained the Gaza Strip. In 1967, Israel took gained the Old City of and East~~ Jerusalem, West Bank, Gaza Strip, Golan Heights, and Sinai Peninsula ~~in 1967.~~”

It is more accurate and balanced to address land gains across the board in the answer to question 4.

HMH response to the GA and FL reviews: We will make the changes as suggested.

ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content. Also, ICS suggests capitalizing the name Old City as it refers to a precise place, in that sense it is a proper noun, rather than a general reference to a city that is old.

Chapter 20: Global Interdependence

p. 634, timeline, 1972, **Change:** “~~Palestinian Terrorists carry out attack~~ murder Israelis at the Summer Olympic games in Munich. ~~(masked terrorist in Munich)~~”

This caption fails to mention either the perpetrators or the victims of this terrorist attack, unlike other items on the timeline. Deleting the unneeded caption leaves room to identify in brief who was involved in this event.

HMH Response to FL review: Time line captions/entries are extremely limited by space constraints. The event mentioned in the time line on this page, like others, is discussed more fully in the chapter (see p. 654). This issue was not raised in a previous thorough review of this text; thus the text has been previously deemed acceptable by the reviewer *without* this change. The text here will be left as is.

ICS reply: Unfortunately, this was overlooked in our Georgia review, which we regret. It does not indicate acceptance. In order to be clear so that students can relate it to the fuller discussion in the text, we have condensed our suggested edit so with the deleted content above, our suggested changes do not lengthen the timeline entry; rather, they shorten it. **Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.**

p. 653, Setting the Stage, **Change:** “Terrorism, the use of violence against ~~people or property~~ non-combatants to force changes in societies or governments...”

What makes the violence of terrorism different from warfare, including guerilla warfare, is violence against civilians and non-combatants. Violence against property is incidental to the terrorist goal of terrorizing and intimidating a civilian population. In November 2004, a UN document described terrorism as any act “intended to cause death or serious bodily harm to civilians or non-combatants with the purpose of intimidating a population or compelling a government or an international organization to do or abstain from doing any act.”

HMH Response to FL review: This entire section is devoted to explaining terrorism and we believe that the text already makes the reviewer’s point even though *noncombatants* are not specifically mentioned. Note the references (on pp. 653–54) to terrorists “striking fear in the hearts of people everywhere,” targeting “crowded places where people normally feel safe—subway stations, bus stops, restaurants, or shopping malls,” “generating great fear among the public”—all of which are discussed without mention of armies or combatants. This issue was not raised in a previous thorough review of this text; thus the text has been previously deemed acceptable by the reviewer *without* this change. The text here will be left as is.

ICS Reply: ICS apologizes for not raising this in the Georgia review. Occasionally different reviewers, with fresh eyes, identify additional issues. ICS appreciates HMH’s desire to maintain consistency. In this instance, given that who is targeted is critical to understanding the difference between terrorist attacks and say, political violence, ICS recommends the above suggested substitution in the definition. While there are different definitions of terror, many focus on the target of attacks and ICS draws upon the U.S. State Department definition of terror. Students may surmise the significance of who is targeted from the references noted above, but unless it is explicitly stated in the definition, they may miss that attacking noncombatants is what makes terrorism, terrorism.

p. 653, Terrorist Methods, **Change:** “Terrorist acts involve violence against non-combatants.”

What makes the violence of terrorism different from warfare including guerilla warfare is violence against civilians and non-combatants.

HMH Response to FL review: We will leave the text as is (see previous explanation).

ICS Reply: ICS respectfully maintains that this is important information to add and part of the methodology which is unique to terrorism is the focus on sowing fear in society at large by attacking civilians.

p. 667, Five Developing Nations, top right photo **Remove:** timeline photo of a Palestinian protest about the security barrier with Israeli soldiers in foreground.

There is no context for this photo and this issue is not discussed in the text. The only photo illustrating Israel is of Israeli soldiers policing a Palestinian demonstration. This is unnecessarily one-sided and biased when any number of photos depicting Israeli independence or other key events in Israeli history could have been selected, such as the handshake between Rabin and Arafat with Bill Clinton in 1993.

HMH response to GA review: McDougal will revise the text to reflect the ICS recommendations and will review alternate images for possible replacement, or will delete the image entirely to make room for new text.

ICS Reply: ICS appreciated the above response. We note that the photo is still there though it has been reduced in size. We respectfully request that a more balanced photo be used or the photo be deleted per HMH's response to ICS's GA review.

p. 667, Five Developing Nations, caption of top right photo, **Change:** "In 2002, Israel began building a security barrier to prevent Palestinian suicide bombers from entering Israel. This Palestinian protest took place in 2007. The barrier greatly reduced terrorist attacks in Israel."

ICS greatly appreciates the addition of an explanatory caption, but one crucial fact is omitted. Since it is not discussed in the text, the photo caption should explain that the barrier has greatly reduced terrorist attacks in Israel. Since its construction, suicide terrorism attacks on Israelis have decreased 90%. See <http://www.jewishvirtuallibrary.org/jsource/Peace/fence.html>

HMH response to GA review: The reviewer's point is well taken; however, we will keep the photo and revise the photo caption to read: "In 2002, Israel began building a security barrier to prevent Palestinian suicide bombers from entering Israel. This Palestinian protest took place in 2007."

HMH Response to FL review: The caption is being changed.

ICS Reply: ICS greatly appreciates the addition of an explanatory caption. It still needs to add the result of the barrier in the last line of the caption so students can understand the importance and efficacy of the barrier.

p. 667, teacher's notes, More about...The Second Intifada, **Change:** "In 1987 a widespread campaign of resistance by Palestinians erupted in the West Bank, Gaza, and in Israel. During this first intifada (the Arabic word for uprising or shaking off), Palestinian Arabs ~~all over Israel~~ participated in boycotts, demonstrations, rock throwing, and violent attacks on Israelis. In 2000, a second intifada began. Palestinian militants and terrorists, including suicide bombers, killed and wounded many Israelis; Israeli forces responded by targeting Palestinian terrorists, although civilians were also killed and wounded. In 2005, Israel withdrew from the Gaza Strip, leaving it under complete Palestinian control."

ICS appreciates the improvements HMH made to this paragraph, which is more accurate. One issue that remains is confusion over the first and second intifada. The teacher note is entitled "The Second Intifada" but the only date mentioned is the date of the start of the first intifada, 1987. The dates can be clarified by adding "first" to the description of the first intifada, and the very brief sentence above that alerts teachers to the date of the start of the second intifada. The phrase "all over Israel" is deleted to make room for more accurate information, already provided

in the prior sentence, that the first intifada erupted in the West Bank, Gaza, and then later spread to parts of Israel.

References

p. R44, Glossary, Holocaust, **Change:** “mass slaughter of Jews ~~and other civilians~~, carried out by the Nazi government of Germany before and during World War II.”

While the Nazi’s murdered many other civilians during World War II, the Holocaust is a term specific to the mass murder of Jews.

HMH Response to FL review: We will leave the text as is, because it matches the text discussion on p. 502 (to which the reviewer has not indicated any requested change).

ICS reply: ICS apologizes for this oversight to the Georgia review of the Glossary and the text discussion. While the mass murder of millions of non-Jewish victims is of equal importance, the term Holocaust refers specifically to genocide against the Jews, so the definition should be corrected. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Primary Source Handbook

Note: The online (R39) and print editions refer to this online primary source collection, but ICS was unable to locate it and check if the following changes were made. **Please confirm that these changes will be made to the TN text.**

Survey POI p. R41, **Change:** “from the King James Hebrew Bible, Psalm 23”

As in earlier sections of the text, quotations from the Jewish scriptures should be taken from and attributed to the Hebrew Bible. **HMH agreed to this usage in the Virginia edition of *Ancient World History*.**

HMH response: to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Survey POI p. R46, Primary Source Handbook, Qur’an, **Change:** “In about A.D. 610, when the prophet Muhammad...”

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*. Holt agreed to a similar change in *World History*, 7th Grade Kentucky Teacher’s Edition, 2006, ISBN 0-03-043307-X, p. 358.

HMH response: to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Survey POI p. R46, Primary Source Handbook , teacher’s notes, More About..., **Change:**

“Later, when Muhammad believed he received the first revelation from the archangel Gabriel...”

Muhammad’s belief is stated as fact here. The text needs to clarify this is belief.

HMH agreed to this edit for the Virginia edition of *Ancient World History: Patterns of Interaction*. Holt agreed to a similar change in *World History*, 7th Grade Kentucky Teacher's Edition, 2006, ISBN 0-03-043307-X, p. 358.

HMH response: to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

Survey POI p. R59, Primary Source Handbook, Document Based Questions, **Change:**

1. "What ~~does the narrator~~ Wiesel mean when he says..."
3. "What ~~does the narrator~~ Wiesel mean when he describes..."

In the other primary sources the person speaking is named. It is very strange and inappropriate to refer to Elie Wiesel as "the narrator" in these two questions instead of using his name. The effect is to distance the reader from the writer, who is writing about his personal experience in the Holocaust.

HMH response: to GA and FL reviews: We will make the changes as suggested.

ICS reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *The Earth and Its Peoples: A Global History*,
AP Edition, Fourth Edition,
Buliet, Crossley, Headrick, Hirsch, Johnson, Northrup
2008 ISBN 0-618-42770-8**

General Comments:

ICS reviewed this 2008 4th edition of this book when it was a Cengage title. Please make these changes to the 5th edition for the 2013 Tennessee state adoption.

This textbook attempts to cover the history of the world from “the emergence of human communities” until the present, clearly a daunting task. The authors selected two themes to serve as the “spinal cord” of their history: “technology and the environment” and “diversity and dominance.” The text is designed for use in AP classes and corresponds to periods covered on the AP test.

The text discusses the history of the ancient Israelites by using the Hebrew Bible narrative while explaining that for many events, particularly concerning Abraham and Moses, there are no other sources of information and thus the text covers ideas about which events may differ from the biblical source. The text makes a similar statement about the Christian New Testament as the only source for the life of Jesus. In general, the text clearly distinguishes between religious belief and historical fact.

The text is more comprehensive than most in its coverage of Jewish history, anti-Semitism throughout the centuries, and the Mandate period following World War II. The Arab-Israeli conflict is placed in the context of the Cold War struggle between the superpowers. It would be improved if certain sections were rewritten as noted below, but in general it is a good solid text.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text’s accuracy and balance.

Edits agreed to by HMH in other textbooks are highlighted in yellow.

Chapter 3

p. 78 ff.: The text uses the word *Yahweh* instead of God for the Israelite deity and does not capitalize *God* in this section. Jews do not generally refer to God as Yahweh, and it is customary to capitalize *God* when discussing the deity of Judaism, Christianity, and Islam. The text does capitalize *God* in the sections on Christianity and Islam. **Holt McDougal agreed to this edit in *Ancient World History: Patterns of Interaction*, 2009, Virginia, p. 78, 83 and in *Ancient Civilization*, *Ancient Civilization*, California**

Chapter 5

p. 146: The Rise of Christianity explains that the New Testament was written by Jesus’ followers and thus must not necessarily be accepted as historically accurate. However, then the text states that Jewish authorities “turned him over to the Roman governor, Pontius Pilate. Jesus was imprisoned, condemned, and executed by crucifixion.” Since most Christian denominations have denounced this charge that the Jews killed Jesus, the text should be revised to make clear that the Romans crucified him and leave out the charge against the Jewish authorities, who did not have

the power in this Roman province. Holt McDougal accepted this edit in *Eastern World* TE, 2012, Georgia, p. 153. This change was made in the McDougal Littell and all other California 6th grade texts and to HM *Ancient World History: Patterns of Interaction*.

Chapter 8

p. 217 Chronology chart: The text here and in some other places uses the religious honorific title “Prophet Muhammad,” which has theological implications for believers and is not appropriate for a public school text. Holt McDougal agreed to similar edits in *The Americans* TE, 2009, Virginia, p.15, in *Ancient World History: Patterns of Interaction*, 2009, Virginia, p. 229, 264, 265, 267, and throughout the book, in *World History*, 2006, Kentucky TE, 2006, p. 358, and in *World Geography Today*, 2008, Indiana, p. 438. Holt McDougal agreed to this edit in *Modern World History* TE, 2011, Virginia, p. R46. Holt McDougal accepted this edit in *Eastern World* TE, 2012, Georgia, p. 170, 172.

p. 225: ICS is pleased that the text mentions Jewish poet and philosopher Judah Halevi and Jewish scholar Maimonides.

Chapter 14

p. 391, This section is marred by the very strange and offensive statement in the introduction about discrimination against Jews, “Still, it was hard to know where to draw the line between justifiable and unjustifiable discrimination.” This sentence should be removed.

Chapter 28

p. 817 discusses Jewish immigration to the Palestine Mandate but omits Arab immigration during this period. The Arab population nearly doubled, growing from about 568,000 in 1919 to one million in 1940.

pp. 818-819, Diversity and Dominance, The Middle East After World War I, **Change the documents to:** “the Balfour Declaration, ~~points V and XII of Woodrow Wilson’s Fourteen Points~~ the section of the League of Nations Palestine Mandate that incorporates the Balfour Declaration, (found at www.yale.edu/lawweb/avalon/palamanda.htm see end of review) and a Memorandum of the General Syrian Congress, July 2, 1919.

Wilson’s Fourteen Points were not adopted, and the use of that document therefore is only useful for speculation. The League of Nations incorporated the Balfour Declaration into its directions for the Palestine Mandate, which was adopted and therefore had the backing of the League. Thus it is the more relevant document than Wilson’s vision that was never implemented. Students should be made aware that the League of Nations supported the concept of a Jewish homeland in the Palestine Mandate.

The Syrian Congress Memorandum asks for the independence of Syria. The last point states, “We opposed the pretensions of the Zionists to create a Jewish commonwealth in the southern part of Syria, known as Palestine, and oppose Zionist migration to any part of our country; for we do not acknowledge their title but consider them a grave peril to our people from the national, economical, and political points of view. Our Jewish compatriots shall enjoy our common rights and assume our common responsibilities.”

As it stands, this section is one-sided. **The introduction to these documents and new questions need to be developed to show both the Jewish and Arab points of view.**

p. 819, Questions for Analysis, **Change:** “1. ~~Was there a contradiction between The Balfour’s Declaration contains both a proposal to establish a ‘national home for the Jewish people’ and the promise ‘that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country.’?~~ If so, ~~w~~ Why did he make these three contradictory promises?”

Question #1 leads the reader to accept the position that the establishment of a Jewish homeland of necessity would mean that the civil and religious rights of the existing non-Jewish communities would be prejudiced. The selection quotation misses the fact that Balfour made three promises, the latter concerning the rights of Jews in other countries. The revision focuses more clearly on British motives without the leading language.

Chapter 31

p. 909, last par., **Add:** “Some 700,000 Palestinians became refugees...a focal point of Arab politics. A comparable number of Jewish refugees from Arab and Muslim lands fled to Israel over the next twenty years.”

This was a population exchange similar to the partition of India and Pakistan because an equal or greater number of Jews were driven from their homes in Arab and Muslim lands over the next decades and most found refuge in Israel. McDougal Littell agreed to similar edits in *World Geography* TE, 2009, Virginia, p. 513 and Holt McDougal agreed to similar edits in *World Geography Today*, 2008, Indiana, p.460. Similar edits were made in Holt McDougal *Eastern World* TE, 2012, Georgia, p. GA39.

p. 910, par. 2, **Change:** “The ~~militarized~~ Israelis ~~were~~ military was able to blunt or absorb these attacks and launch counterstrikes that ~~likewise involved assassinations and bombings killing terrorists and destroying their weapons and hideouts.~~”

Use of the words “militarized Israelis” for the Israeli army is pejorative and should be changed. Use of the words “likewise,” “assassinations and bombings” is inappropriate because these were targeted killings of terrorists, not terrorist attacks or political killings, the definition of assassinations. It is inaccurate to depict an equivalency between terrorism and military defense of a civilian population against terrorism.

p. 911, map legend, **Change:** “Israeli-~~occupied~~ controlled area after October War, 1973”

A more accurate title would be Israeli-controlled, as is used in the 1967 description on the legend. The map should be updated to show that Gaza is now completely under Hamas control and the West Bank is largely administered by the Palestinian Authority. Holt McDougal agreed to this edit in *Holt World Geography Today*, 2008. Indiana, p.453

pp. 912-913, Comparative Perspectives, **Change:** “In the Middle East the desire for democratic self-government was ~~complicated~~ realized by the ~~creation of the s~~State of Israel.”

The creation of Israel did not complicate the desire for self-government in the Middle East; it realized the desire of the Jewish people to reestablish a Jewish state in their ancient homeland. Israel is the only western-style democracy with a fully functioning structure of self-government. It is not neutral history to blame Israel for the problems of other Middle Eastern countries who oppose Israel. It should be noted that beyond Israel, the desire for self-

government in the Middle East was and is complicated by the monarchies and dictatorships that plagued and continue to plague the Arab countries there. This has been clearly demonstrated by the Arab Spring over the past few years.

Copied below is the introductory section of the Palestine Mandate that should be used as one of the documents for pp. 818-819, “Diversity and Dominance, The Middle East After World War I” found at http://avalon.law.yale.edu/20th_century/palmanda.asp

The Palestine Mandate: The Council of the League of Nations:

Whereas the Principal Allied Powers have agreed, for the purpose of giving effect to the provisions of [Article 22 of the Covenant of the League of Nations](#), to entrust to a Mandatory selected by the said Powers the administration of the territory of Palestine, which formerly belonged to the Turkish Empire, within such boundaries as may be fixed by them; and

Whereas the Principal Allied Powers have also agreed that the Mandatory should be responsible for putting into effect the [declaration originally made on November 2nd, 1917](#), by the Government of His Britannic Majesty, and adopted by the said Powers, in favor of the establishment in Palestine of a national home for the Jewish people, it being clearly understood that nothing should be done which might prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country; and

Whereas recognition has thereby been given to the historical connection of the Jewish people with Palestine and to the grounds for reconstituting their national home in that country; and

Whereas the Principal Allied Powers have selected His Britannic Majesty as the Mandatory for Palestine; and

Whereas the mandate in respect of Palestine has been formulated in the following terms and submitted to the Council of the League for approval; and

Whereas His Britannic Majesty has accepted the mandate in respect of Palestine and undertaken to exercise it on behalf of the League of Nations in conformity with the following provisions; and

Whereas by the afore-mentioned [Article 22](#) (paragraph 8), it is provided that the degree of authority, control or administration to be exercised by the Mandatory, not having been previously agreed upon by the Members of the League, shall be explicitly defined by the Council of the League Of Nations.

Contact:

Aliza Cramer Elias
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Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title: **American Governments and Politics and Today**

Publisher: Houghton, Mifflin & Harcourt

Copyright Date: _____ Edition: _____ ISBN

Telephone: _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 5, Civil Rights, page 151, Cartoon (copy attached)

2. What do you believe is the theme or purpose of the material?

That would be nice to know actually. It's theme would appear to be a depiction of racism, however it goes far, far beyond the realm of reasonableness, and it most certainly is not funny. The purpose would seem to wind up to be one that any most people would be offended by this cartoon. The presentation it gives of law enforcement officials for whom we should be teaching our children to respect is really unacceptable. It is not a reasonable or balanced depiction, of the circumstances and even the comments to the side of the cartoon present a very biased perspective that would serve to inappropriately influence a child's feelings about this subject. It does not send a good message to children (yes they're still children of High School (or any for that matter) age. I am very surprised that the teacher reviewer panel found this cartoon acceptable for a HS textbook.

3. What do you feel might be the result of a student using the material?

A very slanted/prejudicial point of view/perspective on racism, and a negative perception of law enforcement officials.

For what age group would you recommend this material? **None, it's not funny and it's extremely biased**

Is there anything good in this material? **Nope**

Please comment. **See above**

4. Would you care to recommend other materials of the same subject and format? I am not sure that any cartoon on the subject of racism/civil rights would be appropriate or anything I would recommend.

Signature of Complainant

September 2, 2013

Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

Request for Reconsideration of Challenged Materials

by State Textbook Commission

Date: 8/27/2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title ANCIENT WORLD HISTORY, PATTERNS OF INTERACTION
Author HOLT MCDOUGAL
Publisher or Producer Houghton Mifflin Harcourt Publishing Co.
Copyright Date: 2012 Edition: _____ ISBN: _____
Request initiated by _____
Telephone _____ Address _____
City _____ State _____ Zip _____
Do you represent:
☒ Yourself
☐ An organization (name) _____
☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
SECTION 10 - SEE ATTACHED SHEETS
2. What do you believe is the theme or purpose of the material?
TO PRESENT THE MUSLIMS IN A MORE POSITIVE WAY AND DISTORT THE ACTUAL EVENTS OF HISTORY
3. What do you feel might be the result of a student using the material?
TO BE MISLEAD AND INDOCTRINATED INTO THE MUSLIM FAITH - SEE PAGE 281
4. For what age group would you recommend this material? I WOULD NOT RECOMMEND THIS BOOK
5. Is there anything good in this material? Please comment.
IF THE SECTIONS ON ISLAM WERE WRITTEN IN AN ACCURATE PRESENTATION OF THE HISTORICAL EVENTS, THEN I WOULD RECOMMEND THIS BOOK
6. Would you care to recommend other materials of the same subject and format? _____

Signature of Complainant

8/27/2013
Date

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES
SEP 4 2013

28 Ancient World History: Patterns of Interaction
Houghton Mifflin Harcourt

Page 169

The Roman governor Pontius Pilate accused Jesus of defying the authority of Rome. Pilate arrested Jesus and sentenced him to be crucified, or nailed to a large wooden cross to die like thousands of other opponents of Rome.

Jesus was arrested by the temple guards and the chief priests and captains of the temple – Jews. Jesus was brought to Pilate by the temple guards. Pilate found no fault in Jesus.

Page 265

In Medina, Muhammad displayed impressive leadership skills. He fashioned an agreement that joined his own people with the Arabs and Jews of Medina as a single community.

The writer of this section uses terms like above “impressive leadership skills,” without much supporting data. Claims Mohammed had consolidated the cultures in Medina. Yes, but not with leadership skills but being the warrior and killing his opposition and forcing them to convert to Islam.

Page 270

The persecuted people often welcomed the invaders and their cause and chose to accept Islam. They were attracted by the appeal of the message of Islam, which offered equality and hope in this world. They were also attracted by the economic benefit for Muslims of not having to pay a poll tax.

There was no supporting data for the statement “the persecuted people often welcomed the invaders and their cause.”

Because the Qur’an forbade forced conversion, Muslims allowed conquered peoples to follow their own religion.

Mohammed’s writings in The Qu’ran in Mecca were passive (the prophet) in Medina his writings took on a different tone (the warrior.) The Muslims believed in

subjugation, the later writing are prevalent. The Qu'ran says, convert the infidel, or tax him or kill him. This is not an accurate presentation of the era.

Page 273

Over time, the influence of Muslims grew as the empire attracted people from a variety of lands.

"Attracted people from a variety of lands," I think this is inaccurate, the Muslim leaders were aggressive and invaded and conquered many countries. Later in history we see that the Mediterranean sea because of their conquests the eastern trade route has been almost abandoned. Why did Spain commission Christopher Columbus to find a new trade route to the East in 1492, because of the Muslim pirates.

Page 274

Role of Women

The Qur'an says, "Men are the managers of the affairs of women," and "Righteous women are therefore obedient." However, the Qur'an also declares that men and women, as believers, are equal. The shari'a gave Muslim women specific legal rights concerning marriage, family, and property. Thus, Muslim women had more economic and property rights than European, Indian, and Chinese women of the same time period. Nonetheless, Muslim women were still expected to submit to men. When a husband wanted to divorce his wife, all he had to do was repeat three times, "I dismiss thee." The divorce became final in three months.

Responsibilities of Muslim women varied with the income of their husbands. The wife of a poor man would often work in the fields with her husband. Wealthier women supervised the household and its servants. They had access to education, and among them were poets and scholars. Rich or poor, women were responsible for the raising of the children. In the early days of Islam, women could also participate in public life and gain an education. However, over time, Muslim women were forced to live increasingly isolated lives. When they did go out in public, they were expected to be veiled.

This section fails to mention the other three wives a Muslim male can have, some as young as nine years old as Mohammed had.

Page 276

After the fall of Rome in a.d. 476, Europe entered a period of upheaval and chaos, an era in which scholarship suffered. The scientific knowledge gained up to that time might have been lost. However, Muslim leaders and scholars preserved and expanded much of that knowledge. Both Umayyads and Abbasids encouraged scholars to collect and translate scientific and philosophical texts. In the early 800s, Caliph al-Ma'mun opened in Baghdad a combination library, academy, and translation center called the House of Wisdom. There, scholars of different cultures and beliefs worked side by side translating texts from Greece, India, Persia, and elsewhere into Arabic.

"Muslim leaders and scholars preserved and expanded much of that knowledge," this a very strong statement with very limited data to support it.

Page 281

One should read histories, study biographies and the experiences of nations. By doing this, it will be as though, in his short life space, he lived contemporaneously with peoples of the past, was on intimate terms with them, and knew the good and the bad among them. . . . You should model your conduct on that of the early Muslims. Therefore, read the biography of the Prophet, study his deeds and concerns, follow in his footsteps, and try your utmost to imitate him.

"Therefore, read the biography of the Prophet, study his deeds and concerns, follow in his footsteps, and try your utmost to imitate him," this is a history book and should not be trying to indoctrinate the minds of our youth.

This book presents the other sections I read as a history book should, however the section 10 on Muslims strays from this type of a presentation. It is fraught with the author(s) opinions of making appealing statements of the accomplishments of the Muslim with giving only minimal supporting data or no supporting data. I hope there are better history books in your review group to choose.

Request for Reconsideration of Challenged Materials

by State Textbook Commission

Date: Sept. 2, 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other

Title American Government Institutions and Policies (AP Ed.)

Author James O. Wilson, John DiIulio, Jr., Meena Bose

Publisher or Producer HMH

Copyright Date: 2013 Edition: 13th ISBN: 978111830038

Request initiated by

Telephone

ress

City

State

Zip

37069

Do you represent:

☒ Yourself

☒ An organization (name)

☒ Other group (name)

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

See comments attached.

2. What do you believe is the theme or purpose of the material?

It should be to teach about the true founding of our government and how it was designed to limit its power and allow liberty for its citizens.

3. What do you feel might be the result of a student using the material?

I hope the student will learn about the Constitution and how it was designed to limit the power of government and preserve liberty of the individual.

4. For what age group would you recommend this material? 9-12

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format? If we had been given more choice by different publishers an alternative would be easier to list.

Signature of Complainant

Sept. 2, 2013
Date

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES
SEP 5 2013

American Government Institutions and Policies (AP Ed.)
HMH

p. 496 "Democrats are much more worried about unemployment than those who think of themselves as Republicans." This is an absolute lie. There is no other way to put it. Democrats employ Keynesian economic policies which **punish** businesses and people who work by regulation and taxation. When businesses and producers are taxed and regulated, unemployment increases! By virtue of the fact that Democrats do this, how can anyone conclude that they are worried about unemployment?? They **CAUSE** it!

p. 508 "... the well-off, generally represented by the Republican Party ... less well-off represented by the Democrat Party." Again, this presumption is blatantly false! The richest members of Congress are Democrats. The largest contributions go to Democrats (by nefarious characters like George Soros, Bill Gates, America's enemies and the media) The media perpetuates this lie to keep the democrat base believing and voting. This statement is pure propaganda.

Request for Reconsideration of Challenged Materials

by State Textbook Commission

Date: Sept. 1, 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title American Government and Politics Today

Author Schmidt, Shelley, Kirdes Ford

Publisher or Producer Listed as HMH, also was Cengage or Binding

Copyright Date: 2014? Edition: 16 ISBN: 13:978-1-133-61062-5

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent:

☒ Yourself

☒ An organization (name) _____

☒ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

This is a where-do-I-begin situation, so I will attach my comments I read most every page of this book.

2. What do you believe is the theme or purpose of the material?

The book's contents should include information about how, when, where and why the American Government was founded then explain concepts behind the Constitution. Instead most of the book seems to be propaganda.

3. What do you feel might be the result of a student using the material?

Unfortunately students will think negatively about what the U.S. was intended to be and became - the greatest, freest, most generous nation on Earth.

4. For what age group would you recommend this material? I would not recommend it.

5. Is there anything good in this material? Please comment.

Perhaps the organization of the book is good. The authors referred to as a "Republic" in Chap. 1. The Extra - "What If" sections provide opportunities for discussion.

6. Would you care to recommend other materials of the same subject and format? There are many books

on American Gov't: Nat'l Center for Constitutional Studies (NCCS.net) and the Hillsdale College site as well. There were many publishers who were left out of this process due to the monopoly of these companies

Signature of Complainant _____

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

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TEXTBOOK SERVICES
SEP 5 2013

American Government and Politics Today Cengage, Holt-McDougal (HMH)

Chapter 1 "One Republic - Two Americas" I'm assuming they borrowed the title from the disgraced John Edwards' Presidential campaign slogan. The premise in this chapter seems to be that it isn't fair that some people do well in America and some do not. The text seems to imply to students that there should be equal *outcomes*. This concept is the antithesis of what America was intended to stand for. Our government was set up to provide EQUAL OPPORTUNITIES, **not** equal OUTCOMES. A free society cannot and should not attempt to provide equal outcomes.

p. 2 in the "What If . . . Taxes Never Increased and Local Services Disappeared?" section. (This is an excellent idea to add to the book for discussion possibilities, however some of these extra What-If's tend to be biased to one side.) In this particular one, the authors use "conservative, Republican" policies as examples. They refer to Chris Christie as a conservative, which he is not. They conclude that crime increases if taxes don't increase or are lowered. This is absolutely ridiculous.

P. 3 Our government is referred to as a *democracy*. We are supposed to be a representative republic. The authors have re-defined natural rights also here by implying that health insurance is a right for everyone ". . . the question is how to provide and pay for it."

p. 10 Capitalism is described: " . . . by considerable freedom to make binding contracts and by relative *unconstrained* markets for goods and services and investments." Then property: "can be seen as giving its owner *political power* and the *liberty to do whatever* he or she wants. At the same time, the ownership of property immediately creates *inequality in society*." The authors seem to imply to the student that capitalism is bad because it is unconstrained and that those people who own property have more political power. This is ridiculous. They also imply that property owners should be ashamed and should give it away to those who didn't work for it - continuing the inequality theme. These ideas attempt to discourage the student's hard work and success. This should be unacceptable to most Americans!

p. 98 " . . . early colonists were intolerant of religious beliefs that did not quite conform to those held by the majority of citizens in their own community." This is patently false and gives the student the wrong impression of the hard-working, God-fearing early Americans.

p. 99 A picture of Keith Ellison being sworn-in with a Koran (Qu'ran). The discussion idea asks the student if our representatives "*should be sworn-in using sacred texts*" Our representatives have always been sworn-in to office with a Bible and they promise to uphold our Constitution. The student may think that we don't use the Bible anymore; or that the Koran is a sacred text; or that it is optional to pledge support for our Constitution.

p. 118 *"several episodes of violence at protests at abortion clinics"* This book and many others like it imply to students that only pro-life and pro-freedom groups protest all the time when the opposite is true. The people who are protesting frequently, and violently, are leftists groups: occupy wall street; Wisconsin capitol protest; G-8 summit protests; racist groups like La Raza and the Black Panthers, etc. Right-wing groups protest infrequently (since most of them have jobs) and they are peaceful. The authors go to great lengths to misrepresent the truth to students.

p. 151 There is a cartoon (from the Daily Kos, yes, that's where it came from!) that depicts Professor Gates being held-up by white policemen. They tell him: *"FREEZE, you have the right to be WHITE! Any other color can and will be used against you."* In the same section on Civil Rights, the authors have included a few paragraphs on the Zimmerman/Martin case, which, prior to this book being published, the case had not been decided. This is clear and blatant bias on the part of the authors. The book does not give all the pertinent details of these 2 cases nor do they give examples of any cases that involve the opposite racial make-up of which there are many examples. Students will get the impression that all white people are racists but black people cannot be because of the color of their skin?

p. 152 *"African Americans continue to feel a sense of injustice in matters of race, and this feeling is often not apparent to, or appreciated by the majority of white America."* Again, this is ridiculous. It perpetuates division between students of different races and that was **not** the intention of the civil rights movement of the 60's!! **Dr. King's** great plea was to judge people by the **content of their character, NOT by the color of their skin!**

p. 248 Here, the South after Reconstruction is referred to as the "White South" and says "Republicans also wanted to use the power of government to impose evangelical Protestant moral values on society." The authors are once again using the words *white, south, Republican and Protestant* together and implying that these are bad. The fact that these statements are lies is almost beside the point.

p. 250 *"The Great Depression shattered the working class belief in Republican economic competence."* This implies to the student that Republicans caused the Great Depression which is not true! It also implies that the working class and Republican are 2 separate entities which is false.

p. 251 *"The Democratic Party, which had supported racial segregation in the South until the 1950's, advocated racial integration and other civil rights policies that drove white, Protestant, conservative, southern voters who opposed these initiatives, away."* To begin, this statement implies that *suddenly*, the Democrats were not racist anymore when in fact the Democrats were the ones who **OPPOSED** the **CIVIL RIGHTS LEGISLATION OF THE 60's!** **Democrat** Al Gore Sr., for example, voted **against civil rights** for black Americans! Again, we have the words *white, Southern, conservative, Protestant* together again implying to the students that, if you are any of these or all of these, you are a bad person! How must a student feel if he/she identifies with these labels?

31 HR “U.S. Government – Principles in Practice” – Holt McDougal
Proposed Tennessee Textbook – Review by Hal Rounds

P. 4 – Chapter One Contents – Section 3 “Democracy in the United States”

Starting the discussion, the term used to identify the United States system is wrong: This is a republic, not a democracy, and it was critical to the founders to make this distinction.

P. 6 – “The Purpose of Government” – “Life without Government” –

In an effort to demonstrate what happens without the paternal care of a government, the author writes: “In 1992 the world caught a glimpse of what life would be like when war broke out in what is today Bosnia-Herzegovina. The war was a result of the collapse of Yugoslavia. It pitted two once friendly ethnic groups – the Bosnians and the Serbs – against one another.”

This is a terrible mischaracterization of what happened. The Bosnian Muslims and the Serbian Christians can hardly be described as having been friendly ethnic groups through history, and in the memories of many. Yes, they were all forced to quiet their hatreds for several decades under the communist regime of General Tito. Their shared oppression by the communists did create the charade of coexistence. Then the collapse of the communist dictatorship released the seething resentments of earlier oppression – it was not a sudden violence between friends in the absence of government.

But this mischaracterization supports the theme of his argument – for it is an argument rather than a simple lesson – that Hobbes was correct in insisting that the Leviathan of government power was necessary to prevent free people from endless violence. But the violence in 1992 rose to undo earlier periods of abusive government power inflicted on the citizens who would not submit to the religious demands of the Ottoman Empire.

P. 7 “What is Government?” – The Yugoslavia argument is now used as the basis for showing how America would explode without our own government, contrary to the complaints of liberty-minded Americans who crave less government interference in their lives. This is supposedly a logical progression from the statement that people count on government for law and order – and clean water?? So – without those we would disintegrate into chaos?

In the 3rd paragraph, an example of poor English is made, eroding the skills of students in expressing themselves. The author writes “...government includes both elected officials ... as well as all of the public servants.” The structure of a sentence starting with “xx included both...” must be joined to “... and ...” It does not properly connect with “... as well as...” “As well as” concludes a list or embraces a contrast, where “both” joins two objects.

Compliment - In his discussion of “power,” the author gets it correctly – the legislative, executive and judicial functions are, indeed, “powers” and not “rights,” as some supposed authorities express them. The “Origins of a State” box is also a good representation of the differing sources of state power.

P. 8 – “Sovereignty” – The author asserts that, in the United States, the individual states do not have sovereignty. This is a real bad start. The states were entirely sovereign beginning with the Declaration of Independence, and only part of the sovereignty – defined by the “enumerated powers,” was surrendered to the new federal government upon ratification of the Constitution. The exercise of their remaining sovereignty has been drastically hobbled by federal oversteps; but in form that sovereignty remains, and is critical for the sustainability of the federal form of government.

If the author truly does not get that, this book is in trouble.

P. 9 – “Politics” – The definition offered is only one aspect of politics, that involving government. It may be helpful to the student to show him that government-related politics is only one application of the wider meaning of that concept. Politics is more comprehensively defined as the interaction among members of a society or community whereby cooperation and exchanges are arranged to achieve individual and common goals; and where cooperating as well as competing individuals and groups interact in pursuit of their various goals.

In listing “public services,” there is a not-to-strange consistency among educators to always include education as one inescapable government service, also usually noted as “free.” But there is no constitutional authority for the federal government to have any involvement in education, and the author should limit his comments to state government contexts.

“Provide for the Public Good” - This paragraph notes that the phrase in the Constitution Preamble “to promote the general welfare” is accurate in noting that this refers to any “welfare” – i.e. benefit resulting from government activities – must be general – not directed to benefit particular groups. This is not - and the author seems here to recognize that – “welfare” as often misunderstood to be government handouts.

P. 16 Compliment – “republic” – The author correctly describes the fundamental attributes of a republic, appropriately differentiating it from a democracy.

P. 21 – “Ideals of American Democracy” – By using the term “democracy” rather than “republicanism,” the author makes it easier to complain that the founders did not invent a system with total political equality for all persons instantly – which is what a “democracy” would be. This complaint, popular among progressives, socialists, and academics in general, is tantamount to condemning the Wright brothers for not

inventing a 747, with its safety and comfort standards, etc. The founders had just fought their way out of a monarchy, for crying out loud – and the persons who are listed as not benefitting were mostly not joined in that struggle.

Even for those who lacked property at some point, most citizens did eventually acquire some, so the alleged barrier was never permanent in effect, and the others were, as is the point of a republic, represented by those responsible for their well-being. And denial of the vote to those who were free black, female, and non-owners or property were not the law in all the colonies. Such variations were among the advantages of retaining partial sovereignty in the separate states. Modern texts, however, seem to strive to make all the Anglo-colonists seem “mean.” It is a lie.

“Liberty” – The statement is made:

“Liberty also refers to a person’s freedom to exercise the rights ... In this last sense, liberty is clearly not defined by the absence of government restraints. Government intervention may in fact be required to protect the rights of citizens. For example, extensive government intervention was necessary to protect the right of Ruby Bridges to an education...”

The author conveniently omits the critical element: The school that was segregating Ruby out was a government entity. To get Ruby her rights, the “government restraint” is exactly what had to be overcome. So, the conclusion the author started with is very wrong – liberty is, indeed, an absence of government restraints. Liberty does not emanate from government; it is a place where humans start, and government is a concession that takes away from it.

P. 22 – “Self-Government” – From the author:

“The belief that the only just government was a government that derived its powers directly from the consent of the people set the American Revolution in motion.”

This statement and the bolstering reference to the words of Declaration of Independence are misleading at best. The Revolution was “set in motion” by the “Shot Heard ‘Round the World,” a desperate effort to resist one facet of government overstepping - an attempt to impose gun control on the colonists. Certainly, the colonists had been in turmoil over elements of governance that had lacked their consent, but they had not fought over that. That is important for the student to understand.

The first year of that war was fought without any firm objective or purpose, it was just resistance to abused power. Only when Paine’s “Common Sense” gave the people a conceptual understanding of what their struggle was about, and what objective should be set for it, did they agree on independence. Upon that agreement, then, and only then, were they able to identify that what they must strive for was a government founded on the consent of the governed.

It is sad that these concepts must be offered by a critic of the text, rather than by its authors. It would be even sadder if the students are not shown this sequence at all, for it is this sequence that gave birth to the system of governing that the text is supposed to portray.

P. 23 – “Minority rights” – Described as “the political rights held by groups who make up less than half the population,” the entire concept is wrongly characterized. Minority rights are not rights that are different from “majority” rights, as the description suggests. Any right that a person has, he retains regardless of his alignment with a minority or a majority. “Minority rights” merely recognizes that a person does not forfeit any rights solely because of aligning himself with some group or policy that is not a majority groups or policy. One neither adds nor subtracts natural rights by joining or leaving a minority group, or a majority.

P. 23 – “Citizen Participation” – The obsession with the term “democracy” continues, when it is actually an essential republican function that is being discussed. Here, the author says “In a strong democracy people participate in the political process...” Maybe that is important in a democracy. But we are discussing a republic, and there participation is just as essential.

I will not further bother to fix this wrong position – just let it be known that further such uses of the term in this text are wrong.

P. 26 “What is a Constitution?” – While the author fairly notes the usual elements contained in a constitution, “what” a constitution is, is not expressed. The student should be taught that a constitution creates a new government, and invests it with structure and powers such as those described.

On P. 27, The error is extended by accepting the title of “constitution” to describe other nations’ decrees as “constitutions.” This is a failure to discern the essential nature of a constitution, which is the result of a people who lack a government creating one by agreement and documentation. If an existing government drafts and imposes the governmental plan, it is a decree, not a constitution. Most of the foreign “constitutions” are actually such decrees, invented to satisfy their people with the government that the drafters themselves have already created. This is not how a genuine constitution, such as the United States Constitution, come into being.

The author does a good job of describing the dangers of a true democracy on P. 27, but then refuses to use the proper term for the United States, a “republic.”

P. 31 – Section Heading 2 “American Independence” – The colonists did not rebel against taxes and controls following the French and Indian War. The date for when the Congress called for independence was 1776, not 1775. This was a whole year after the Revolution started. It is important to get the reason the fighting got started, and the sequence to independence, correct. This section heading fails.

The other headings are OK.

P. 32 – “Cradle of Democracy” – The second paragraph states “within six months, however more than half of the colonists were dead, mostly from famine.” Why are the perils of the effort not fully explained by noting that many were dead of Indian attacks, not just starvation? Defense against these attacks was a critical issue that required resolution by founding a local government, as described in the next column. It is an important part of the explanation of what the government was formed to do. Why is it missing? Do we have to hide the truth that the Indians were often hostile and brutal? Is that not like denying the Holocaust on a smaller scale?

P. 33 – “English Political Heritage” – The positive elements of English governing policies that were brought here are noted, and that is appropriate in identifying the origins of some concepts. But it must also be noted that the immigrants did not leave their homeland because they liked the things happening there. They left due to unfair “star chamber” justice, oppressive forms of government – even though they were basically loyal to their monarch – and rigid rules of religion, social structure and economy. The mix should note things they were rejecting as well as what they retained from the old world.

P. 34 – “Experiments in Early Governance”

This section quickly lists some of the initial documents that began the history of self-governing efforts in the English colonies. But it omits any discussion of the formative character of these efforts. In particular, it omits the abortive first attempt to organize the economy of the “Plymouth Colony.”

Their initial plan was to establish what was essentially a communal organization, with property belonging to the “common wealth,” with workload supposedly shared as each could contribute, and the product shared equally. This, the record clearly demonstrated, led to resentment, sloth, and starvation. When the failure of this plan was finally accepted, the self-governing colony resolved to change to a private property based plan, where each family was to rely on its own efforts, and this plan reversed the earlier failures.

This is one foundational experiment that compelled later generations, who had been taught the lesson, to choose capitalism over socialism. It is a lesson that must be preserved for our own students today. No text that lacks this example should be approved.

P. 36 – Compliment – “Judeo-Christian Influences” – This section though small, is an essential element in helping the student understand the values that led to the founding of the United States.

P. 40 – “The First Continental Congress” – In the second paragraph, the story, which has been fairly accurate up to this point, relates:

In April, 1775, British troops clashed with colonial militia at Lexington and Concord in Massachusetts. The clashes became known as “the shot heard ‘round the world,” the first time the colonists met the British with armed resistance.”

All the preceding commentary about taxes and regulations, and denied colonial requests for Parliament to allow them a voice in governing themselves are the only mentioned friction points, and this suggests these are what started the American Revolution. But that is deceitful, and the student must be shown the final act of their government that the colonists would not allow themselves to suffer. What was the “clash” at Lexington that was so critical that the colonists felt compelled to shoot their own government personnel?

The student must be told that the clash was over British attempts to take firearms from the colonists. And the colonists, clearly understood that taking of arms was the final preparatory act of a government intent on imposing absolute tyranny. This the American colonists would not yield, and committed their very lives to reject.

The academic world may support gun control, but it must allow the truth to be fully taught to their students – until the attempt to take away their guns, the American colonies were willing to suffer, with mere civil disobedience and complaints, the excesses of their government. But when it came to taking their guns, they started to actually fight. Patrick Henry’s “Liberty or Death” speech is perhaps the best expression of the concerns and choices of the colonists at that point in time.

This is an essential truth that any Tennessee text relating the origin of the United States must accurately present. This text does not. It relates the leading events fairly well, and likewise the subsequent ones; but this omission is critical.

Compliment - It is particularly noteworthy to observe that in “The Second Continental Congress,” at the bottom of the page, this body of men had no actual authority to act as a government. This the text does well.

[Typo error – bottom of right column – “atnd” should be “and.”]

P. 44 - In the box entitled “Exploring the Document,” the annoying modern fad that compels everyone to “feel,” rather than think, asks us “how does the language in the list appeal to people's emotions?” The charges against King George were not listed to elicit feelings, but to provide evidence. This evidence was to be weighed against proper role of a government, so that judgment could be rendered whether to expel it or not. To guide students toward feeling, rather than thinking, is to encourage them to act irrationally. That inevitably leads to failure.

Compliment - The text from P. 45 on through P. 53, regarding the initial governing efforts and framing of the Constitution were read, and I do not find any significant errors.

P. 54 – “The Great Compromise” chart –

Two minor details should be edited in summarizing “The Great Compromise” column:

On the line regarding how Congress will pass laws, the Compromise box should specify that both chambers must agree on each law.

On the approval line, the Compromise plan required ratification from state conventions, as stated, but it is not apparent to the student that this is a significant contrast from state legislatures – here it is the people convening to ratify or reject, not the legislatures as the accepting authority.

P. 56 – “Mandatory National Public Service” – This whole page should be erased and no part of it ever resurrected. The concept is identical to the serfdom characteristic of the local lord having the ultimate control of each subject’s destiny. There was no founding-era thought that even approximated this sort of thinking. “Public service,” as presently conceived, was not the concern; rather public control of their government by participation in activities such as town meetings – or this text review process - was the insistent demand.

P. 58 – “Antifederalists versus Federalists” –

“The Framers had anticipated resistance from Congress and state legislatures.”

This is presented as the reason that the ratification process was designed to avoid those bodies. This is not true. While their resistance was anticipated, the reason that the ratification was sent to the people in conventions separate from the existing state governments was so the genuine authority expressed in Locke and the Declaration of Independence could be fulfilled: The new plan had to rest not on existing governments, but as directly as possible upon “the consent of the governed.” The ratifying conventions, as instruments directly of the people, were the only practical way to get that consent – or lose it.

P. 62 – “Who May Hold Rights?” –

The listing of individuals, classes, and institutions confuses the use of the word “rights.”

Individuals, and only individuals, are endowed with “natural rights.” These are the rights identified in the Declaration of Independence, and are the rights protected in the Constitution. By identifying them as “unalienable,” the Declaration essentially puts them above any man-made law.

Class “rights,” as described, are legislated, and are only legally significant. Many of them actually should fall under the class of privileges, immunities, and licenses.

Institutions only possess and rely on contractual rights, which have a legal basis only upon the promises of the parties whose agreement creates them.

The categories of rights that the author offers next are better understood by applying the above to them.

“Personal Rights” include all the natural rights, plus privileges and immunities created by law, including those relating, for instance, to jury trials, etc, as in the Constitution.

“Economic Rights” include the natural rights to engage in activities that sustain life and liberty – which includes property. This category also includes legal rights obtained through the power to contract with others, and to be protected in patents and the like. The granting of licenses and such regulation of behavior in the marketplace is actually a limitation on liberties, not a class of them.

“Political Rights” again involve the natural right to engage with others to decide on common behavior rules and plans of action. In addition, the offspring of these agreed rules forms the body politic, with its rules – and limits on rights.

P. 63 – The continuing discussion of classes of rights, as it skims over the Second Amendment, is critically out of date. *District of Columbia v Heller*, and then *McDonald v. Chicago* have mostly erased the relevance of the *Miller* case mentioned in the text. Now it has been clearly established that the right to bear arms is a personal and fundamental right, restraining both the federal government and the states from interfering oppressively against that right. It is a natural, not a legislated right. And, recurring to the *Miller* case, it applies to military-style weapons as well as those for self-defense and other uses. Here the definition of a militia must be presented to the student – the people, armed and organized. The discussion of “The Right to Keep and Bear Arms” on P. 297 presents a fair treatment of this issue, but this section should not conflict as it does.

This important element – tying to the reason why the colonists began fighting their own government in 1775, discussed on P. 40 (see above) – is an essential knowledge item for the student.

In explaining the role of the Ninth Amendment, and to a degree the Tenth, the student should be exposed to the legal function of a list, or enumeration. If a list of things is made – such as of rights to be protected – then all items on the list are protected, and all not on the list are not. The Ninth states that this general legal principle is not applicable to the list made naming the preceding rights – so all the other rights the people had not given away, they retained, and these were to be protected, too. (This is touched fairly well on P. 71, but might better, or additionally, be placed here.)

P. 68 - 71 - Compliment – In general, this introduction to the Constitution’s goals and design is very good, particularly the chart on P. 69 regarding goals, and the explanation on P. 71 of the function of a list.

P. 72 – “Separation of Powers” - The description of Article III is not exactly correct. In stating that the function of the Supreme Court is “to say what the law is,” that is a consequence, not an enumerated function. The function of the Supreme Court is to

resolve, as a final resort or appeal, particular cases that fall under federal law or the Constitution. In resolving these disputes, reference must be made to the Constitution and laws, and this requires defining just what the law or Constitution permit or require. So, they only “say what the law is” as a part of their duty to resolve cases. This is important, because the court does not get to spontaneously reach out and destroy a law – there must be some use of the law, and a dispute over that use. The power of the Supreme Court is passive in that regard, unlike the powers exercised by the Congress or President, which are exercised by self-initiated action.

P. 73 – “Checks and Balances” – The discussion that turns to the “common good” is flawed. It is surprising, after the excellent presentation of the meaning of a list on P. 71, and the access to the powers that are actually listed, that the “common good” would include “health” and “safety” as federal functions. They are not in the list of federal powers, and are reserved to the states.

The discussion of checks and balances does not take the opportunity to show the student that “checking” means to grind activity to a halt. The founders recognized that, when branches or chambers of Congress differed, it was better to stop completely than to proceed. This is essentially the “gridlock” that is so demonized when the media want legislation or other actions to proceed even when disputed. The cartoon on P. 88 should be shown as one of the express intents of “checks.” That the media portray “gridlock” as a problem is wrong. The founders knew better – and the student should see this.

P. 74 – Continuing “Checks and Balances,” the author erroneously states that the judges are insulated from political influence “by granting them lifetime terms.” While this is the usual outcome, the actual terms are “during good behavior.” The judges are subject to impeachment by Congress, and therefore the term is not “for life.” Never used on a Supreme Court justice; it has been used at other federal court levels. This is properly explained on page 224, but it should also be explained here.

P. 76 – “Federalism” – As on P. 73, the author includes a power not listed as actionable – “disaster response.” That is a denied power, and very clearly so, since the federal government is allowed to respond, upon state request, to “domestic violence.” “Violence” is on the list; “disaster” is not. (Const. Article 4, Section 4) However humane or noble such intrusions may be, they are emotional and not constitutional actions. The next paragraph points out that there is dispute over where the powers end, and the disputes always arise over powers that are patently not listed – thus, by the law of construction, forbidden to the federal government.

P. 77 – “The Constitution and Privacy” – This discussion of loose versus strict construction of the Constitution is a bad example. The 4th Amendment blocks the government from looking, listening or touching (“searching” or “seizing”) without an actual order to do so (“Warrant”) based on probable cause. Protected “privacy”

is a consequence, not the stated restraint, of the prohibition against unreasonable searches or seizures. The cameras, or the Olmstead wiretapping, are patently “looking/listening” violations, because they are warrantless. The question of “privacy” does not arise, but is a term injected to the argument, intended perhaps to clarify, but instead confusing, the essential question.

P. 79 – “A Document for All Time” - This heading is correct, because the Constitution was the product of men who had studied human conduct over millennia, and had recognized human traits that had to be dealt with in designing a structure for governing. While this was done at a point in time, it was, therefore, not a “product of its time” in the sense of just dealing with issues and values that have passed. This wording suggests that, and should be changed.

P. 84 – “A Few Words, a Long Reach” – In asking “How has so much government been derived from so few words?”, the author fails to ask the necessary corollary question; “Has all this government actually sprung from these words, or is it a violation of them?”

P. 86 - “Judicial Interpretation” – In asserting that “one way for the central government to lay and collect taxes is to establish a national bank” is nonsensical. Banks store and loan money. They do not tax. Hamilton was wrong (however brilliant he was on other subjects), and the logical flaw should be shown to the student.

P. 88 – “Customs and Traditions” – In discussing the origins of the cabinet, the author falls into a conceptual trap: The “department heads” were clearly provided for in the Constitution. To imagine that they would not meet with their boss, the President, in group meetings, and coordinate their actions, would be absurd. To give these obviously anticipated meetings, and the heads in it, a name (“cabinet”) is a simple communication tool. Putting the meetings, the people, and a name together conversationally does not create a new “part of our government.”

By suggesting this is a new department in itself, and citing it as how things are done absent any legislative origin, is logically false.

P. 89 – “Gridlock” Returning to this topic, the author parrots the wail of the media and others who simply want action, not necessarily “necessary and proper” action. Gridlock is exactly the solution sought by the founders to prevent unwise federal action. It is not, as the author states “inability to govern effectively,” but proof that our founders preferred hitting the brakes rather than accelerating into a crash.

“Questions about Representation” The author has the responsibility to clarify to the student the purpose of the Senate is not to represent a number of citizens, but to represent the interests of each state. Each state has the same character as a sovereign entity, regardless of population. It is that character, and the interests associated with it, that give the Senate a reason to exist. It has nothing to do with the

voters in Wyoming or California; that is what House of Representatives is for. The author must show this to the student. The same responsibility exists regarding the electoral college.

P. 90 – “Implied Powers” - The author describes the “necessary and proper” clause as “giving Congress power to legislate on at least some subjects not expressly described in the Constitution.” That this is untrue may clearly be demonstrated by finishing the wording of that clause: “necessary and proper for carrying into Execution the foregoing Powers.” This plainly does not say “subjects not expressly described.” It says “the foregoing powers.”

The abuse of this clause is what should be shown to the student, and he should not be trained to accept the faulty logic that supposedly excuses the abuse.

If additional powers are “implied,” then there is no reason for powers to be enumerated, for we could rely on all of them being “implied.”

P. 91 – “What Are the President's Constitutional Responsibilities?”

Why does the author omit the fundamental assignment: “he shall take care that the laws be faithfully executed?”

And, of course “Presidents have asserted many reasons to justify a broad definition of executive powers.” That is exactly the evil that the founders hoped to avoid by enumerating powers and establishing branches. The author presents this as a solution, rather than as a problem. It is a problem, and the student should be shown that.

P. 98 – 99 – “Implied Powers” – The author asserts “Many congressional policies, ranging from building highways to regulating food are justified as implied powers.” But Congress has the power to “establish post roads.” It has no power to regulate food. To equate those two and suggested there are implied is to misguide the student. The entire treatment of the “necessary and proper” clause in this text is troubling.

“State powers” - The author perpetuates the confusion of terms between “powers” and “rights.” States have powers, and this is specified in the 10th amendment, while people have rights, and this is specified, among other places, in the 9th amendment. States do not have “rights.” This should be made clear to the students.

P. 100 - Compliment– “Shared Powers” - The author is to be praised for specifying at the end of this discussion that “the supremacy clause establishes that national laws are supreme over state laws, so long as the national government acts within its constitutional limits.” This essential statement that the supremacy clause is circumscribed by the enumerated powers is critical for the student to learn.

P. 202 - “Government Corporations” - The author treats the Postal Service, which is expressly a congressional power, as an equivalent to Amtrak, which has no foundation in the Constitution whatsoever. This creates in the mind of a student

serious confusion over what the powers allowed in the Constitution actually are. Unless it is to be helped that every possible action of the federal government is constitutionally legitimate, those actions which are possibly not legitimate should be differentiated from those which are. And the student must be shown these differences.

P. 203 – “Schechter v United States” - This case, showing egregious oversteps by the federal government, and a clear recognition of this by the Supreme Court, should be juxtaposed against “Wickard v. Filburn,” where the same court, just seven years later obliterated logic by deciding that a farmer's refusal to participate in the market affected interstate commerce, and therefore justify federal regulation of his personal activities. That this today underlies most of the federal government powers exercised in the name of interstate commerce should be shown to the student along with its illogic. This is exactly the grasping for power the founders sought to avoid, and the evils that they feared are being perpetrated by this distortion of constitutional definitions. This case is the prize example of how disobedience to one's oath and the Constitution have come to govern us.

P. 255 - “Supplying Information” The author characterizes the “Swift Boat Veterans for Truth” as a small group. While the organizers themselves may have been a small group, hundreds of thousands of veterans were supporting them. That does not constitute a “small group.” This mischaracterization of the Swift Boat Veterans appears to have some political intent, possibly to persuade the student that John Kerry would have become president had it not been for unfair treatment. As a Vietnam veteran who supports this group, I resent this treatment.

P. 256 – 257 – “Types of Interest Groups” - In this discussion, under “Cause Based Groups,” Common Cause is described as “a group that works to strengthen public participation and confidence in the institutions of government.” This benign characterization of a deeply socialist interest group is inappropriate for a textbook. And it is interesting that the text should omit entirely in this section reference to the Tea Parties, whose cause is far more clearly pro-American.

P. 298 – In the discussion of electronic communications, the NSA surveillance of citizens is characterized as something “Americans learned about” during the Bush presidency. It is curious that this program is not characterized as originating in an earlier administration. Another political stab?

P. 322 – “A Pattern of Discrimination” – Here the author opens a typical indictment, couched as a discussion, of America's history of discrimination against every group definable. What is omitted is any comment regarding the fact that, in the face of these discriminations, the United States is seen as the most desirable place to immigrate to in the world. It is also overlooked that the merging of so many ethnicities and cultures will inevitably cause frictions and conflicts. It would be insane in the face of these disputes, for the majority group to abdicate their self-interest.

With respect to the native Americans, there is no notice taken of the fact that the English settlers originally intended to merge with the natives; but cultural differences, one of which was a critically different view of property (the Indians had no comparable concept) and treachery beginning before King Philip's war, doomed the trust that the English settlers had hoped to build.

With respect to voluntary immigrants, the necessity to blend new people into the system of values and customs of America manifested itself as harshness; but it was akin to the harshness of a "boot camp," and served the same function of acculturation. Look back on it as abusive is to characterize the extreme as the whole.

P. 474 – 475 – In discussing the Vietnam War, the picture is incomplete if the student is not shown that the Communists were invading the South, and were thoroughly defeated in military action. The role of public opposition in defeating what was a military victory should be shared with the student.

P. 480 - The author offers the hackneyed tribute to the "global environment," pleading that the "global environment is suffering." This is treated as fact in the face of improved environmental controls all around the world, and is the basis for insisting on further restraints on economic activity and liberty in general. It is a political position that may be described, but must not be advocated, in the text.

P. 501 - "Features of Authoritarian Systems" - The author states "authoritarian rulers, however, may simply change or ignore constitutions or laws that restrict their power." The author is obligated to mention that this risk exists in all constitutional governments, including our own, and that it is the duty of citizens to remain alert to this threat.

P. 514 – 515 - The explanation of communism, extending on this page from the discussion of socialism on the prior pages, is inappropriately soft. In describing the Soviet Union, the author merely states that "economically, Communism brought mixed results." That hideous poverty that persisted throughout the Soviet regime can hardly be called a "mixed result." Adding to that consistent failure the necessity for purges to eliminate the remaining capitalists who were blamed, the economic impact of Communism has consistently been dreadful. This should not be hidden from the student. Continuing the argument, for that is what it is, on the next page the author invents his own "advantages and disadvantages." He claims "one advantage is that a command economy may allow countries to develop their economies quickly, as in the Soviet Union and China." This is an astonishing claim. Throughout its life, the Soviet Union brought only poverty and suffering to its people, climaxing repeatedly with each catastrophic "5-Year Plan," and the same was true of China until it adopted capitalist policies.

To represent otherwise is a terrible disservice to the prospective students who might read this text.

Summary:

Major segments of this text contain reasonable to excellent discussions of important and minor elements of government in the U.S. Many topics are discussed in view of how things are actually done, which is appropriate, regardless of whether things should be that way. It is not up to the author to fix these things, and the occasional tone suggesting he approves of these things is, perhaps, inevitable.

There are, unfortunately, numerous discussions that are entirely wrong or out of place, and I have hopefully pointed some of these out effectively.

Overall, this text is perhaps the most hopeful of all the proposed government texts to become an excellent educational tool. But it will require significant editing out or fixing of the identified elements before that is possible.

Hal Rounds

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“The Constitution Refresher”

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title **U.S. Government – Principles in Practice**

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Publisher or Producer Holt McDougal

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The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

The review I have made of this text is attached, to provide this information in full detail. The review was made by sampling representative portions of the text. Time was not sufficient to thoroughly evaluate every page. My narrative is highlighted in red font to distinguish it from the actual content of the text.

To summarize – This text has a realistic potential to be edited into a useful text. There is a lot to fix, but there is a substantial base upon which to re-construct a good teaching tool.

2. What do you believe is the theme or purpose of the material?

The overall purpose of the text, of course, is to present the principles and history of American government.

3. What do you feel might be the result of a student using the material?

Given the text in its present form, the student will get some of the basic ideas regarding history, structure, and characteristics of our government under the Constitution. But he will also miss entire elements, or view them in broken form, to the degree that he can not truly make decisions as a citizen educated in the subject.

4. For what age group would you recommend this material? Grades 9 -12

5. Is there anything good in this material? Please comment.

There are many good sections. Particular high points are noted as “Compliments”, but these are not the only good parts of the proposed text.

6. Would you care to recommend other materials of the same subject and format? No

September 5, 2013

Signature of Complainant

Date

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Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title **American Government and Politics Today**

Author _____

Publisher or Producer Houghton Mifflin Harcourt

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1. To what material do you object? (Please be specific, cite pages, etc.)

The review I have made of this text is attached, to provide this information in full detail. The review was made by sampling representative portions of the text. Time was not sufficient to thoroughly evaluate every page. My narrative is highlighted in red font to distinguish it from the actual content of the text.

To summarize – This text is entirely unacceptable, and cannot be redeemed without total re-writing.

2. What do you believe is the theme or purpose of the material?

The overall purpose of the text, of course, is to present the principles and history of American government.

3. What do you feel might be the result of a student using the material?

The criticisms show that the student will seriously misunderstand critical issues regarding every facet of the form and processes of American government, and of the value system that made it work for all these years. In fact, it would be surprising for any student to emerge from a class using this text with any pride in or ability to function within the United States.

4. For what age group would you recommend this material? None

5. Is there anything good in this material? Please comment.

If there is any redeeming content in the text, it is so poisoned with the apparent political agenda or ignorance of the writer that it is entirely unsalvageable. It is a hazard to our children.

6. Would you care to recommend other materials of the same subject and format? No

September 5, 2013

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41 American Government and Politics Today- Houghton Mifflin Harcourt
Proposed Tennessee Textbook – Review by Hal Rounds

P. 2 “No Taxes, No services Tough Choices”

The description of services cut off when local taxes are not raised completely ignores the nature of the choices made by the governmental decision-makers when their demands are denied, and then ties unrelated phenomena to the supposed fund-cuts. The New Jersey budget cut was purposefully configured to cut direct public police service, rather than back-office bureaucrats. That way the public gets the most direct punishment for standing firm.

The Colorado Springs tax cuts resulted in reduced bus service – why is a commercial service offered by taxation, rather than by the user fees mentioned later on – or why not by a private company?

That policy choice should be discussed with the students, to assess how government tries to compel taxpayers to submit to its programs.

So the box “For Critical Analysis” opens a volume of socialist viewpoints by asking “Although we all live in the same country, will choices about who has access to public goods and services mean that we are creating two Americas? What kind of country do you want to live in?”

This is not analysis, it is a socialist attack against a strawman scenario with false choices. – i.e. government allocation of resources and services based on policy, rather than individual choices made in a free market – it is propaganda designed specifically to attack the student’s limited awareness of the choices available in a free society, and leave him thinking that only a government solution exists, so he must choose which choice for his government to make. This is insidious.

“Access to public goods and services” assumes that the things we need come from the government rather than from our neighbors, with whom we exchange what we produce for what we each need.

“Choices about who has access” is suddenly a matter of government choice, rather than individuals finding ways and sources to satisfy their wants and needs.

This is nothing less than a primer to teach kids a totalitarian set of standards.

The student must be offered the opportunity to criticize these very base assumptions, not just the consequences the author hopes to draw by accepting them in the questions.

P. 3 “... democracies, especially this democracy, derive their powers from the people...” How can a book that is published to teach students about a republic even excuse its beginning by calling it something quite different, a democracy?

The student cannot get a proper start by being fed this conceptual misrepresentation at the very outset of his class.

The remainder of the page cannot be considered anything less than an effort to indoctrinate, rather than educate. Turning to the health care question, the question is posed “...how best to pay for and provide access to health care for every citizen.” The question itself adopts without question the assumption that one plan is necessary, and that government must choose and implement that plan. The entire history of mankind has held each health care decision to the patient and doctor involved, as well as payment. The recent involvement of medical insurance has only added a tool to what was previously a free choice. And now, the author founds his discussion on total abandonment of that working process, choosing instead a centralized decision and enforcement process that has failed everywhere it has been tried elsewhere.

The political conviction that this text begins with is not education, but indoctrination.

P. 4 The text continues to bemoan things such as income inequality, as if it were more than merely a socialist taboo. There is no foundation for the governing of America that makes result equality a requirement, no history that suggests it has ever been successful when tried, and no moral value that suggests that it is fair to deprive those who struggle to produce in order to transfer their fruits to those who only whine.

The only way to achieve equality of result is to confiscate – and thereby eliminate the incentive for – the product of extra effort. In any successful economy, those who strive most effectively outrun those who do not, but all experience increases. The total created is what capitalists seek to maximize, and coveting what they have failed to produce is what socialists look at, with hopes to redistribute. But, by that very process, they reduce the total wealth in the society.

This critique will attempt to segregate further condemnation on that basis from other factual problems created by this textbook.

P. 5 - “Politics and Government”

This section assigns clearly statist meanings to fundamental elements of the ensuing lessons. Given the assigned meanings, the fundamental functions of government are twisted into a necessarily socialist cast. For example:

“Politics is the process of resolving conflicts and deciding ‘who gets what, when, and how.’” This poses politics as the process by which some contenders influence some governing power to give them desired things versus other contenders. It is a distortion, that calls for the society to be broken into conflicting sections by various definitions of their characteristics. It only provides for parceling out what has already been produced. It is not the mark of a process where individuals are free to associate, and motivated to produce, by the prospect of enjoying the rewards of their own efforts. But this is the form designed in the U.S. Constitution, a form that led the U.S. to leadership in the world in wealth, justice, and security. The former is

the hallmark of every statist tyranny in history. It is also, evidently, the view the publisher has chosen to impart to our students.

Politics is better defined as the interaction among members of a society or community whereby cooperation and exchanges are voluntarily arranged to achieve individual and common goals; and where competing individuals and groups interact in pursuit of their various goals.

Next: “Government is the term used to describe the formal institutions through which decisions about allocation of resources are made and conflicts are resolved.”

This is another definition better suited to students in a totalitarian socialist society. It describes a central power taking whatever is produced in the society, and deciding – based on political criteria – who will be favored and who will not, with the grace of handouts. It offers little help in figuring out how these things will be produced, particularly how to motivate production when the supposed producers cannot enjoy the fruits of their labors in proportion to the success of their efforts.

The allocation of resources in a free republic – like the United States – is determined by the voluntary interaction of individuals and freely associating groups who are unhindered in considering their own objectives and capabilities. This is called the “free market.” It has been the fount of all major periods of human advance in technology, discovery, and liberty.

Under “Why is Government Necessary?” the concept is again asserted: “Governments are necessary at a minimum to provide public goods and services that all citizens need but cannot reasonably be expected to provide for themselves.”

Thus, the government becomes one of the units in the market that competes for customers for the functions it has taken over. For example, where private power companies have proven to be perfectly practicable, such a statist jurisdiction will either grant an exclusive franchise, or actually take over the task of production themselves. In the more advanced stages of socialist expansion, government production takes over auto and other distinctly private functions. The open-ended premise is, “gosh that function is not going well right now, so the government should take it over on behalf of the workers.” Or whatever...

In the American system, the market provides all the services that do not require force to accomplish, such as roads (eminent domain is the force generally necessary), defense, enforcement of criminal law, the courts, and so forth.

The founders would be aghast to read the premises of this section.

The premise that governing involves deciding, taking and redirecting the needed things in society, choosing who will get them and in what quantity, is a premise that will inevitably result in tyranny, oppression, and bloodshed. To condemn our

children to that end by indoctrinating them that such is the purpose of government would be hideous mistake and cruelty.

P. 6 – “Fundamental Values”

The misinformation regarding the intent of our founders begins in this section with “The authors of the American Constitution believed ... they ... would provide for both democracy and a stable political system.”

That is not what they believed. They expressly condemned the prospect of a democracy, and expressly chose instead to design a republic.

The student must have this truth drummed into his consciousness. The socialist myth of American being intended as a democracy is not proper for the student to believe, and it is only to the advantage of those hoping to install a popular tyranny for students to confuse democracy with republicanism.

The author then injects his class-warfare perspective into the discussion of “political socialization”: “With ... a widening educational gap that strongly correlates with economic disparities, we may need to reexamine the ways in which our political culture is transmitted.”

The author takes two elements – poor academic achievement, and neighborhoods of poverty – and ties them as if the poverty means the associated schools are less well-funded, thus depriving those students of educational success. But the missing link – and failure – in that dogma is that government funded schools actually spend more per student than ordinary (as opposed to elite) private schools, and get worse results. And the funding of public schools is little different in varying neighborhoods, yet the poverty-stricken areas still flounder. It is not about the money. Decades of experience with fruitless redistribution will not convince those who wish it to be otherwise, yet it is relentlessly true.

P. 8 – To place a picture of Janet Napolitano beside a section explaining liberty is an unexplainable distortion. But, of course, the explanation is flawed, so – no surprise.

The difference between so-called “negative rights” and “positive rights” does not match their usage in current political discourse. “Negative rights” has been used by the current President to designate the things the government cannot do to you. In the example chosen by the author, this would mean the right to practice your religion or speech with no government prohibitions. “Positive rights,” as expressed by the President, are things the government is, in his opinion, obligated to do for you, such as provide a free education. This view reflects an inadequate education in the nature of rights. While one may have a contractual right to receive something from another party who is obligated to provide it, that applies to contract law, not natural rights. The rights our founders sought to protect were not contractual rights, but natural rights. These are “endowed by our creator,” not bestowed by

some paternal government. They involve our authority to choose actions necessary to support and comfort our lives, not what anyone else is obligated to give us.

The student does need to understand these usages, but this textual content will not accomplish that.

The next opportunity to indoctrinate is more contrived than merely convenient. The court-invented link of a right to privacy with the right to abort a child is injected, just, perhaps, so there will be no challenge later in the course. Then the author tells of national perils and the encroachments of the Patriot Act, in explanation of the power of the government to “limit” individual liberty.

“Congress passed legislation designed to provide greater security at the expense of some civil liberties...These and many other basic guarantees of liberty are found in the Bill of Rights...”

Why does the author ignore the sparkling opportunity to quote Benjamin Franklin:

“People willing to trade their freedom for temporary security deserve neither and will lose both.”

P. 9 “Equality”

“At our founding, political leaders excluded some people from the broad understanding of a politically autonomous person. African Americans, women, Native Americans, and most men who didn’t own property were excluded from the equal extension of political rights.”

Jeez, where do I start?

1. “Political leaders excluded” is wording that suggests a class division that did not exist. Alexander Hamilton was an orphan, Thomas Paine was an immigrant who had to be carried from his ship in 1774 (others aboard had died of typhoid), and many of the members of the Constitutional Convention, for example, were the sons of tradesmen and poor immigrants. Thus the term “political leaders” misleads the reader to believe that the class “leaders” was a form of aristocracy, rather than the fluid and open gathering of persons who offered their services to their country.
2. African Americans were not excluded, unless they were slaves. And their interests were supposedly, for purposes of representation, defended by their owners. That is why the slaves were counted as 3/5 of a person for representation purposes – and also for direct tax burdens, which were levied on their owners, not them. Yes, we consider that view preposterous today, but it was a simply understood part of the principles and obligations of slave ownership then. No one prohibited free blacks

from owning property, going about freely, and so forth until later, when the slave question rose to greater contention.

3. Married women were considered one with their husbands as part of the legal posture of common property ownership. There were few areas where the women had suffrage, and their interests were – yes, we see this as cruelly paternal with our lofty modern perspective – protected by the men. Do note that technology did not afford the woman an opportunity to hop in the car to go to the grocery - or the polls – conveniently.
4. Indians were considered to be foreign, and thus not part of the electoral base for a state or the nation. (Note the commerce clause in the Constitution, which treats the “Indian tribes” just as it treats foreign nations.)
5. Men who did not own property were not generally excluded from political participation, but participated to various degrees. This class identification attempt also hides the simple fact that persons who worked themselves up from poverty soon owned property. “Men who did not own property” was always an open, and generally temporary, condition.
6. The variations suggested by “most men” again hides an important element in how these “most” were differentiated. Many of the differences were because different states had different laws. And the liberty to move from one state to another enabled the citizens who rejected some aspect of how they were governed to change. Simply put, the tyranny suggested by the author is a politically-motivated fiction.

This page concludes with arguments – as opposed to educationally sustainable facts – that attempt to convince the student that class warfare is on the horizon, with nasty rich folks taking all the wealth and political power from the diminishing middle class and growing ranks of the permanently impoverished. Turning to the next page, an inflammatory effort is made to condemn free markets and capitalism.

P. 10 Continuing the previous page’s arguments, (again, it is argument rather than instruction) the author tries to twist the fact that, when the economy grows, those who put together or invest in the most successful enterprises get more income into “This is the equivalent of shifting \$1.1 trillion of annual income to the top 1 percent of families.” The error in this is that the growth of one person’s income in a free economy is not accomplished by taking it from someone else. It is additive, not transferred. Transfers of wealth – as sought by the author – are only a process of an autocratic economy, where productivity is being strangled, such as democratic socialism.

The next drastically false claim is “... as income inequality has increased ... economic mobility has declined.”

This fiction leads to the next section:

“Property. The value of reducing economic inequality is in conflict with the right to property. This is because reducing economic inequality typically involves the transfer of property from some people to others. For many people, liberty and property are closely intertwined.”

Well, the author is correct – with one central flaw: He is assigning “economic equality” a value. This supposed “value” is simply the political expression of envy, and it is destructive. The only way to “reduce economic inequality” is, indeed, to transfer property: the state confiscates what a productive person has produced, and, after taking “administrative costs” out (which usually involve egregious abuses), it is given to the class with the greatest number of votes – and lowest productivity. This destroys the producer’s incentive to continue productive efforts, and dissipates the capital necessary to create future productive economic enterprises.

But, to the author, this is a necessary societal “value.”

Of course, capitalism is the next expressly evil process, for, when a capitalist enterprise succeeds, it rewards its investors and managers with what the writer terms:

“Under capitalism, property consists not only of personal possessions, but also of wealth-creating assets, such as farms and factories... [it] can be seen as giving its owner political power and the liberty to do whatever he or she wants. At the same time, the ownership of property immediately creates inequality in society. The desire to own property, however, is so widespread among all classes of Americans that egalitarian movements have had a difficult time securing a wide following here.”

Good grief – what a socialist diatribe!

Each element of this fabrication has to be reviewed in order to expose its false and insidious nature:

1: “Wealth-creating assets” – This term assumes that the asset is what creates its product. It entirely avoids noting that the value of the product, while requiring the capital noted here, never comes into existence without the design or choice of a product, financing and acquisition of the supplies and tools, hiring, training and management of the employees, arranging transport of the product, and a myriad of other steps – that the average worker never sees. In this author’s lexicon, if property is owned, then wealth issues from it without further effort by the capitalist. This is a socialist fiction.

2: “political power and the liberty to do whatever he wants.” - This envy-driven fiction is a major excuse for redistribution, relied upon by the legions

whose education never enlightened them to the obligations, duties and risks of capitalist enterprise.

“Political power” comes from getting active in politics, and success in economics takes the same skills as success in other fields.

“Liberty to do what one wants” is dependent on skills in accomplishing objectives, and creating things of economic value are a step in that process. The socialists can only see what the results of effort and skill are; and are defiantly blind to the effort and skills themselves.

3: “The ownership of property immediately creates inequality in society” – And here lies the crux of the envy and hatred that powers all socialist redistributive policies. The perception failure here is that any property is not the cause of wealth, but the result of actions that created wealth, and choices to apply that wealth to the acquisition of the property. The fact that those who were productive enough (whether by physical work, by organizing an enterprise, or whatever) to assemble sufficient assets to exchange it for property are likely to apply that property to further productive uses. Conversely, those who merely receive redistributed assets never established a productive behavior pattern, and the assets given to them are merely consumed rather than put to work.

The history of American success has been clear ever since the desperate failure of the Jamestown colony, when the starvation and disease had taken many settlers, and John Smith, leading the effort to survive, decreed “he who shall not work, shall not eat.” This stark and – to modern whiners – “mean” imperative has always been the actual kindest policy for every society, from the simplest amoeba to – humans – because it stimulates the production of the things we need.

Further down, the taking power of eminent domain is used to convince the student that the right to own property is not absolute, since the government has a process to take it. But here again is a shallow analysis. The actual power to condemn a person’s real property is part of the express powers granted by the People – individuals assembled to agree upon a plan – to execute such takings, but, again, limiting the government’ power to do so by the terms of the People-approved contract. Among the limits the people put on eminent domain takings is that the purpose has to be for public use (which was clearly distorted in the Kelo decision) and that “fair” compensation be given to the owner. Note that there is no restraint put on this compensation – i.e. unrestrained ownership is merely transformed from the form of realty to money.

Yet further down the page, the next title errs in its very declaration: “Why Choose Democracy?”

We already know that the United States is NOT a democracy – it is a republic. So, what is the difference, why does it matter, and why does the author avoid it?

A democracy is a government where the people directly choose their laws, and the majority prevails in each choice of what to do or not do. A republic is a government where the direct choices of the people are limited to who will represent them. The rules themselves are created by those representatives. The majority of the people may not be pleased by their choices. Their peaceful corrective power, if dissatisfaction is sufficient, is limited to replacing the representatives in the next election.

It matters because the democratic passions of the people are tempered in a republic by the intercession of a deliberative body that slows and broadens the considerations before rules are made.

It seems apparent that the author avoids using the correct terminology because he wants to avoid the consequences. A republic, since it does not have simple majority rule, and operates through representatives, allows the majority to direct their frustration at not immediately getting what they want at the system where simple majorities don't instantly get what they want. This is always useful for the proponents of democracy over republicanism. And the American founders clearly knew and avoided this turbulent form.

The next definition is, as has become routine in this text, also wrong:

“At one extreme is a society governed by a totalitarian regime. In such a political system, a small group of leaders or a single individual – a dictator – makes all political decisions for the society.”

How is this wrong? Well, the form of the government is not what makes it totalitarian. The structure that restrains the powers that can be exercised are the hallmark that designate whether a governmental form is totalitarian. The best example of “totalitarian” is a democracy where there is no limit on what laws the assembled majority can pass and then enforce. This is a perfect form for genocide of a minority class. Certainly there is the propensity for a single dictator to be a totalitarian as well. But, if an effective restraint is put on him – for example if he ruled with the proviso that he only had a particular list of functions where he could exercise absolute authority – such as when to go to war or what kind of treaties he could commit to – then it would be a limited dictatorship. By being limited it would not be “totalitarian.”

P.13: The title of “republic” is noted on P. 13, but again erroneously explained:

“... a republic, meaning a government in which sovereign power rests with the people...”

The power may rest with the people whether it is a democracy, a republic, or any form where the people can expel their rulers. Even an elected king would satisfy this criterion – but it would not be a republic. A republic is – as stated above – a

government wherein the rule makers are chosen by the people rather than having the people vote for each rule directly; or one where a set of rule makers who are not chosen to actually represent the power of the people, such as an oligarchy, make the rules with no popular recourse.

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The incessant and intentional misrepresentations in just this introduction compel me to just jump ahead and check random spots in the remainder of this text. It is already, however, an unsalvageable product that must not be allowed in any Tennessee class, with the possible exception of one studying how propaganda is formed and disseminated.

P. 34 – “The Second Continental Congress”

The generally accurate and sufficient discussion of the pre-revolutionary events was cut off at this point.

By stating that, by the time of the Second Continental Congress in May of 1775, “fighting had already broken out,” the author dodges the critical point of how the Revolution actually started. Having discussed tax issues repeatedly, and regulations briefly, the actual spark that compelled Colonists to recognize they had no further recourse but surrender of their rights or taking up arms is avoided. That critical juncture was the decision of General Gage to confiscate the arms of the citizens – gun control, as we would express it today. That was the issue when the citizens stood across Lexington Bridge on April 19, 1775, and fired “the Shot Heard ‘Round the World.”

Why would a socialist avoid this commonly discussed and essential element of the forming of the American independent republic? Because it wrecks the mantra of gun control clung to by such activists. But the student must know how his republic got its start.

P. 50 – “What Makes a Constitution?”

This discussion presents the idea that a constitution is a set of rules that are responsive to a particular time and set of circumstances, which change. It also describes a way to write a constitution that does not come from the consent of the governed.

Both these elements merely mean that a constitution, as the author wants to describe it, is something imposed by whoever already has power – a conqueror is shown in one example – and what they decide the society needs.

But the American Constitution blossomed from a different source, and has a different base. It was chosen by the People. (Conventions of citizens rather than state legislatures. And, because the original draft was not satisfactory, they only ratified it upon agreement that some changes – the Bill of Rights – would be added.) Furthermore, it dealt with how humans act within organizations. This is a timeless

dynamic, and it is free of the fads in popular attention that Ginsburg and rule-writers from other nations (and the progressive movement) want to satisfy.

Unless the critics can show a fundamental genetic change that makes people act differently now than they did only two hundred years ago, the ideas in the U.S. Constitution still apply. And, unless the process for choosing a governing charter includes the people themselves choosing how it is structured and operated, then it is not truly a constituting plan, but merely operating orders imposed by an already self-constituted cabal of people who took the power with no formal consent by those who are thus governed.

Ginsburg, of course, was only a class-rights activist chosen by a progressive who catered to such fragmentation of American society so that power could be separated from the People at large.

P. 66 -69 – In discussing federalism, the examples chosen by the author all bolster the centralist view that he prefers. To display how states can independently solve problems and serve as examples for the rest of the nation to follow, he chooses statist health care and environmental laws. Later, to show the disadvantages of federalism, he chooses to blame this for lack of access to free abortions in some states, other “minority rights,” and, generally “that too many Americans suffer as a result of the inequalities across the states.” Why? Because “Some see [federalism] as a way for powerful state and local interests to block progress and impede national plans.” But progressive factions in some states have done some good things, he writes, so there are two sides to the issue. Everything is couched in terms of whether the results satisfy progressive objectives, particularly equality in result for all. Obviously, if any two persons are not paid, nurtured, employed, and so forth in a way he defines as equal, one is suffering. This is classic social-fragmentation progressivism.

P. 71 – “Inherent Powers”

The text asserts “A special category of national powers that is not implied by the necessary and proper clause are the inherent powers of the national government. These powers derive from the fact that the United States is a sovereign power among nations, and so its national government must be the only government that deals with other nations. Under international law, it is assumed that all nation-states ... have an inherent right to ensure their own survival...”

Here it is possible that the author simply does not comprehend the principles under the Constitution, rather than his basic progressive proselytizing.

First, the “necessary and proper” clause does not create or “imply” any powers. It is a limitation on how Congress can exercise its powers: Any law they make must be “necessary” to execute the enumerated powers, and “proper” in that it does not violate any power or restraint imposed by the Constitution. These are limiting, not additive, rules.

Second, there is no such thing in the Constitutional charter of powers granted by the People as an “inherent power.” Every power that is legitimately wielded by the United States Government must come from, and only from, the enumerated powers granted by the People in their agreement to found a government under the rules of the Constitution. There is no other source of authority.

“International law” is not a source of authority for the United States government with respect to governing. International law is only effective with respect to the United States if the United States has entered and ratified a particular treaty on the subject in question, and that treaty must conform to the enumerated powers upon which the government is authorized to act. Some minor stretches have been inflicted by the courts on this perimeter, but they conflict with the words in the Constitution.

The United States government has no rights (This means natural rights, as distinct from contractual rights, which any entity gets upon signing a contract.) It has powers. The power to “insure its own survival” is delegated to it by the People, who assigned various defensive duties to it in the delegated powers. No outside authority exists to modify this power of the United States.

Lower down, the author claims that “no specific clause in the Constitution says anything about the acquisition of additional land.” Then he asserts that land was acquired nonetheless, because there are “inherent powers.” This is often believed, but in fact, there are two ways provided expressly in the Constitution.

The power to admit states assumes the new states got their land from somewhere. It is up to the territory that hopes to become a state to have some land, and how it gets it is not up to the federal government, because it precedes any necessary relation with the U.S. The best example of this process was Texas.

The power of the federal government to acquire property exists, in Article 1, Section 8. This mentions the power to acquire property, but when such property is within an existing state, the federal government must get state permission to exercise exclusive jurisdiction in the land purchased.

The power to govern – and thus to have – territories outside of states is enumerated.

The power to declare war, and to determine the allocation of property won in the conflicts, is enumerated. (“... make Rules concerning Captures on Land and Water.”)

There is no such thing as an “inherent power” in the Constitutional scheme. The author would be correct, however, if he pointed out how prevalent this belief is among people who do not understand the source of governing powers as understood by our founders.

The author presents the typical sloppy wording when he writes "...states cannot use their reserved or concurrent powers to prevent or undermine national policies." This expands the supremacy clause to any "policy" the federal government invents, regardless of its constitutionality. This is false, and promotes a centralist submissiveness to the national government, no matter how far it oversteps its bounds. The Supremacy clause, as quoted in the text, only applies to laws made "in pursuance" of the Constitution. That means "in pursuance" of the enumerated powers. Other powers are not authorized, and are not supreme over conflicting state laws.

When, as in the case of *Printz v. U.S.*, the federal government tried to direct the activities of local sheriffs in imposing the "Brady Bill" law, the Supreme Court plainly recognized that this was an overstep, despite being a national policy. It was unconstitutional, and the state of Arizona properly exercised its 10th Amendment power to refuse the federal decree.

The student needs to know this safety exists against the Supremacy Clause and overbearing by the federal government, and that the 10th Amendment exists exactly for the purpose the author has failed to explain properly.

Lower on the page, the Supreme Court's rogue decision in support of "Obamacare" is proudly touted by the author to be the beginning of obligations for each state to implement that program. To compel a state to execute the program itself is exactly the sort of prohibited exercise of power that was condemned in "*Printz*," and this was even conceded in Roberts' Affordable Care Act decision.

P. 76 – "Marshall's Decision" – Here the expansionist enthusiasm of the author radiates its fullest brightness. In explaining the words of Marshall, "We must never forget it is a constitution we are expounding," the author tells us "the Constitution is a living instrument that has to be interpreted to meet the practical needs of government." But that is not exactly what Marshall said, because he acknowledged that, however much he wanted to expand the Constitution, the only powers authorized were those enumerated – but he allowed them to be loosely defined.

P. 77 – "*Gibbons v Ogden*" – Again the enthusiasm of the author for a central government with broad powers leads to overlooking limits of the actual decision rendered by the court. He writes, "Marshall defined commerce as all commercial intercourse – all business dealings – including navigation and the transport of people."

Had he left out his injected "all business dealings", the author would have remained on firm ground. But he did not, and his injected twist is dead wrong. The issue in the case revolved partly around whether the regulations being disputed applied only to the carriage of cargo, or whether passengers and navigation (operating of ships) fell into the classification of "commerce" under the Constitution. The decision

embraced the latter elements of traffic. It did not include “all business dealings.” A helpful part of the case states:

“It is not intended to say that these words comprehend that commerce which is completely internal, which is carried on between man and man in a State, or between different parts of the same State, and which does not extend to or affect other States. Such a power would be inconvenient, and is certainly unnecessary.”

These activities included manufacture and agriculture, which are intra-state “business dealings.” “Commerce” only applies to movement of goods and services, not the mining, creation or growing of them.

While it is true that the courts have subsequently found ways to excuse federal intervention in all of these once immune fields, and literally every other part of human activity, that was not an outcome of this case.

P. 84 “Why Should States Favor the Status Quo?”

The author plainly (after pages of fairly reasonable relation of government processes and distinctions) loads up a bunch of anti-state-power propaganda, by characterizing every example as an evil propagated by the states, that national power must overcome, from supposed voting rights, where it “was necessary to impose the national consensus on the recalcitrant states.” The next declares that states competing for businesses try to reduce tax burdens, and consequently short-shrift “social services.” Most important is the emphasis on states possibly not imposing sufficiently rigid environmental regulations, so the businesses would choose them.

In each case, the cause of control to accomplish national popular objectives that are not popular in the particular states is deemed superior to any degree of freedom the states’ people wish to exercise. The question the author has yet to answer is, if national fads have to be superior, why bother to have states at all?

P. 99 – “Did You Know?” box

This box claims that less than 20% of American adults “adhered to a church” at the time of our Revolution. The asserted fact is either directly false, or worded to satisfy a misleading form of defining the sample. It does not reflect the actual religious beliefs of the founding generation.

The student must either not be fed such falsehoods, or the author must offer the source with conclusive and non-deceitful documentation.

The following pages, lightly scanned, leave the impression of fairly accurate reporting of the way the Bill of Rights have been construed by the Supreme Court. While many of these decisions are wretched distortions, the author of the text is not in a position to so state (even if he was inclined to, which is doubtful.)

P. 136 “Despite the Words” Resumes the author’s obsessive focus on societal fragmentation. By classifying groups and asserting various prohibitions of rights

have been suffered, the excuse arises to mandate supposed remedies, class by class. This begins with “The majority of the population had few rights at the nation’s founding.” That is preposterous and wrong.

To assert that slaves had no political rights is true – but they had protected human rights. Abusive slave owners were ultimately held responsible legally for serious wrongs. Yes, they were difficult to prove; but they were there nonetheless. Women were expected to have a voice through their husbands, as did children, in political affairs. And they had every right to fair trials, ownership of property, protection of the laws, etc. So, political power was a particular area where power was limited, but the society’s functions overall treated every person equally. This included non-property owners, including free blacks. White or free black, property ownership was available and commonplace. The Indians, as stated above, were a foreign entity. They had no more expectation of a voice in United States affairs than did a Canadian. To couch this separateness in terms of deprivation is a politically motivated error.

It is inappropriate to subject the students to the poor line-definitions this author is so often prone to make.

P. 150 “... Preventing Voter Fraud” The author inserts a blatant political claim among already “spun” explanations under his classification of civil rights issues.

“Under the guise of preventing voter fraud, a number of states have adopted laws likely to suppress the vote.”

This is an outrageous partisan position, and it is wrong in every implication:

- 1: There is no guise – the purpose is open and legitimate. There is no excuse to invite persons unqualified to vote to do so regardless.
- 2: Fraud has been proven: Cases of dead persons voting, precincts having more votes than registered voters, and incompetent or multiple voting instances have been confirmed, despite the refusal of jurisdictions to make efforts to detect them.
- 3: The only votes that will be suppressed are – surprise – those that were fraudulent in the first place.

He chooses a totally unreliable and speculative estimate by an obscure interest group to bolster his arguments with hypothetical statistics of legions of suppressed voters.

The author is evidently in favor of all persons voting, personally or by proxy, regardless of citizenship or even being alive. His effort to characterize proof of citizenship or other qualifications as a “guise” and “suppression” are cheap political advocacy, and not educationally appropriate.

P. 151, The distortions continue:

The cartoon at the bottom of the page is an inexcusable distortion of the Gates arrest, where the police are depicted as making the arrest by virtue of his race, rather than the report he had been breaking in. His loud and disruptive reaction to the obvious frustration of not being able to get inside, followed by police coming to complicate the situation, led to the actual arrest for disturbing the peace. Yet is it portrayed as a race persecution incident.

The Travon Martin case is next portrayed with the following explanation:

“...unarmed African American was fatally shot by ... community watch coordinator in the gated community...”

No wonder so many people feel racial persecution was the problem. The entire history of local break-in, and the beating of Zimmerman by Martin, confirmed by admissible evidence in court, are ignored factors. It is inexcusable for the author to present such blatant propaganda for his societal fragmentation objectives in a proposed text.

P. 496 – “Poverty and Welfare” The author expresses his puzzlement at continuing incidents of poverty within our rich nation by asking “How can so much poverty exist in a nation of so much abundance?” And then, of course, introduces his partisan views with “And what can be done about it?... A traditional solution has been income transfers.”

The answer to the first question is unfortunate, harsh, and unarguable – poverty is the result of a dysfunctional pattern of behavior. No manipulation by affirmative action, education, neighborhood cleanups, or any other social fads can fix the fact that when a person destroys things around him, or chooses to not work, and displays other behavior found in poor areas, wealth will not be created. That is called “poverty.” Only when such behaviors can be engineered out of human behavior will poverty disappear.

Redistribution of wealth will momentarily assuage the improvident, but it will be consumed and not accumulate to any permanent benefit. Ever. Worse, it always erodes the incentive to produce among those from whom the productivity has come, and society’s total store of goods and services diminishes.

Misrepresentations and political persuasion characterizes the issue explanations regarding immigration, “saving the planet,” and other author-favored programs.

But the author will never accept that position, for his political convictions are rigid. And undeserving of a gullible audience in the form of Tennessee students.

The climax of misguidance for students comes on P. 516. “The Public Debt in Perspective.” Here the author reveals, perhaps unknowingly, the depth of his dogmatic commitment. Noting that the federal debt amounts to “49,999 for every

man, woman and child in the United States,” the author tells the student that the drug of debts are good for him thusly:

“Does that scare you? It certainly would if you thought that we had to pay it back tomorrow, but we do not. As long as the U.S. government can borrow money from its citizens and others, and make the interest payments, there is no need to pay off the entire debt.”

This is to say that, as long as you can borrow more, you don’t need to worry about paying what you have already committed to pay. The student who buys into a known Ponzi scheme can be excused if this is his source of fiscal knowledge. And the horror of that one day, when lenders finally do shirk at the risk, whether justified on that day or not, this will collapse the whole borrowing scheme in a sudden and fiscally fatal panic. “Monetizing” that debt, as the Fed has taken to doing, has softened that threat, but at the cost of making the additional printed money increasingly worthless.

To teach such fiscal mythology to our students can only – unless the students outsmart the textbook – lead to economic suicide for the whole nation.

This text must be rejected. Every opportunity to inject his political agenda into the teaching of Tennessee’s students has been exploited by the author. This has necessitated not only mischaracterizations, but mythological examples and outright false presentation of issues and facts. It is an insult to the textbook committee that the publisher would have the gall to offer this work with any pretense of serious academic value.

Hal Rounds

B.A. Economics, University of California; JD, University of Memphis

“The Constitution Refresher”

**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *American Government: Institutions and Policies*, AP, Twelfth Edition
James Q. Wilson and John J. Dilulio, Jr.
2011 ISBN 10: 0-495-80283-2**

General Comments:

ICS reviewed this book in the 12th edition when it was a Cengage title. Please make these changes to the 13th 2013 edition for the 2013 Tennessee state adoption.

This text presents the American system of government, its institutions, and politics from the political perspective of the authors. This text has been widely criticized in the past for factual inaccuracies and political bias. The sarcastic tone is also highly inappropriate for a serious scholarly textbook. The Institute for Curriculum Services reviewed the tenth edition of the text, and many inaccuracies from that text have not been corrected.

Problems identified in the text are listed below. ICS has particular concerns about the research activity on p. 264 that makes several inaccurate and negative assertions about the American Israel Public Affairs Committee (AIPAC) and then directs students to read the biased and widely discredited work by John J. Mearsheimer and Stephen M. Walt, *The Israel Lobby and U.S. Foreign Policy*. The Institute for Curriculum Services finds this activity completely inappropriate for a scholarly text and, while we rarely recommend removing an entire activity from a text, this inaccurate negative exercise should be deleted.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text's accuracy and balance.

p. 103, **Change:** ““Congress shall make no law respecting the establishment of religion, or ~~abridging~~ prohibiting the free exercise thereof...””

The authors used quotation marks to indicate this is the language of the First Amendment; however, they changed the word “prohibiting” to “abridging.”

p. 109, regarding the First Amendment religion clauses, **Change:** “It has two parts. The first, ~~often referred to as the free-exercise clause, states that Congress shall make no law prohibiting the ‘free exercise’ of religion is called the establishment clause and states that Congress shall make no law ‘respecting an establishment of religion.~~ The second, ~~which is called the establishment clause, states that Congress shall make no law ‘respecting an establishment of religion is often referred to as the free-exercise clause, states that Congress shall make no law prohibiting the ‘free exercise’ of religion.~~”

While this may seem like a minor error, a government text needs to accurately reflect the language of the First Amendment. The authors reversed the order of the religion clauses of the First Amendment, so the change above corrects this matching the order of the First Amendment. See above, p. 103.

p. 264, Research Frontiers, No Lobby Can’t Be Beat, **DELETE EXERCISE**

This entire exercise should be deleted as it is not based on objective information or reliable scholarship. The authors’ claim that these three groups are “uniquely powerful” is completely unsupported and seems to be driven by a particular political agenda. By what criteria do they

make these claims? There are different measures one could use to select interest groups to examine, for example, size and spending. There are many lobbies that are much larger and that spend more money than the ones highlighted here. AIPAC and the NRA are not in the top 20 list of the highest spenders (AIPAC and NRA are not on that list at all). Discussions of influence and power are fraught with political agendas and prejudices and often such discussions are driven by opponents. In the case of AIPAC, the source of information (Walt and Mearsheimer) is one which has been thoroughly discredited. See more below.

In addition, to the overarching bias with this exercise, there are numerous factual errors. The first bullet point on AIPAC leaves out important lobbying goals, and includes information on campaign contributions that is incorrect. Because of its name, AIPAC is sometimes mistakenly thought to be a political action committee (PAC), but the organization does not rate, endorse or finance candidates, thus the sentence on campaign contributions should be deleted. There are other organizations that are pro-Israel PACs, but AIPAC is not one of them. The descriptions of the NRA and the AARP do not mention “millions of dollars in campaign contributions. By conflating non-AIPAC pro-Israel PACs with AIPAC, the book perpetuates stereotypes of the rich “Jewish lobby” asserting undue influence.

The text asks students to research each of these lobbies and provides the sources they should use. For AIPAC, the authors recommend the widely discredited polemical work of John J. Mearsheimer and Stephen M. Walt, *The Israel Lobby and U.S. Foreign Policy* (Farrar, Straus, and Giroux, 2008). Mearsheimer and Walt’s work has been discredited as inaccurate and biased by eminent historians and commentators, including former Secretary of State George Schultz, Walter Russell Mead, Martin Kramer, David Gergen, Dennis Ross, Leslie Gelb, Alan Dershowitz, and Michael Gerson. *Deadliest Lies: The Israel Lobby and the Myth of Jewish Control* by Abraham Foxman, summarizes the work: “On every issue, the authors start with unproven, anti-Israel assumptions and then look for isolated examples to justify these assumptions.” Michael Gerson spelled out the problem clearly in his 9/21/07 Washington Post article “The Seeds of Anti-Semitism”: “Every generation has seen accusations that Jews have dual loyalties, promote war and secretly control political structures. These academics may not follow their claims all the way to anti-Semitism. But this is the way it begins. This is the way it always begins.” It is inappropriate for a public school textbook to recommend that students read this inaccurate and polemical work.

p. 525 paragraph 2, bullet 3, **Change:** “Should the United States ~~allow~~ support other nations (for example, Israel) ~~to wage in waging~~ war against terrorists (for example, those ~~in neighboring Palestine~~ attacking Israelis from the Palestinian areas), ~~or~~ and should we try to be mediators?”

This question has several problems:

1. The question is not whether the U.S. should allow other nations to do X or Y, as this is not within U.S. control. The question intends to look at how the U.S. should be involved, and the new wording clarifies this.
2. The use of “Palestine” is inaccurate; there is not currently a state of Palestine. The question needs additional words to clarify that Israel attacks terrorists because the terrorists in the Palestinian areas are attacking Israelis.
3. The either/or sentence structure sets up a false choice. Both supporting the pursuit of terrorist and mediating peace are compatible actions.

p. 527, “Kinds of Foreign Policy” discussion of “client politics” par. 1: “Our policy toward Israel has in part reflected the fact that Jews and many Christians in this country feel strongly about the need to support a Jewish state ~~abroad~~ in Israel and —like many other communities from Cuban Americans to Asian Americans—are well organized to make their concerns felt. (Other factors also help explain our support of Israel including shared democratic values; it is by no means a pure case of client politics.) Arab Americans have begun to organize and to press on the government concerns very different from the pro-Israel ~~arguments~~ ones. We may in fact be witnessing a change in our policy toward Israel from one chiefly influenced by client politics to one more subject to interest group politics.”

A large number of Christians also strongly support Israel and make their support known to those in government. They should be included in this explanation. The word “abroad” is not accurate; both Jews and Christians support a Jewish and democratic state in Israel, the ancestral homeland of the Jewish people, which has deep religious meaning to both groups that other places “abroad” do not. Shared democratic values are a major reason for U.S. support of Israel and should be mentioned. The text should acknowledge that many groups are well organized and make their concerns known, for example, Cuban Americans, Asian Americans, Armenian Americans, Turkish Americans, Serbian Americans, Croatian Americans, etc.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *American Government and Politics Today*, AP Edition,
By Steffen W. Schmidt, Mack C. Shelley, & Barbara A Bardes
2012, ISBN 0-978-1-111-34123-7**

General Comments:

ICS reviewed the book in the 2012 edition when it was a Cengage title. Please make corresponding changes to the 2014 16th edition for the 2013 Tennessee state adoption.

This AP American government textbook is a well thought-out and stimulating presentation of American civics. The questions that open each chapter and the information relating to the questions that tie into the subject of the chapter are particularly interesting. Included in Chapter 4, Civil Liberties, is an in-depth discussion of issues relating to the First Amendment. The five freedoms are well illustrated with court cases. ICS commends the publisher's efforts to keep the text up-to-date with current events.

Some inaccuracies in the sections dealing with the Arab-Israeli conflict are identified below. Use of the term "occupied territories" for the West Bank and Gaza favors the Palestinian side, does not fit the standard definition of "occupied territories," and is very inaccurate eight years after Israel has completely withdrawn from Gaza.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text's accuracy and balance.

Edits agreed to by HMH in other textbooks are highlighted in yellow.

p. 566, **Change:** "In 1973, the Arab members of the Organization of Petroleum Exporting Countries (OPEC)...instituted an embargo..."

It was the Arab OPEC members plus Egypt, Syria, and Tunisia who proclaimed an oil embargo in 1973, not OPEC as a whole. The 1973 oil crisis started in October 1973, when the members of Organization of Arab Petroleum Exporting Countries or the OAPEC (consisting of the Arab members of OPEC, plus Egypt, Syria and Tunisia) proclaimed an oil embargo in response to the U.S. decision to re-supply the Israeli military during the Yom Kippur war. Holt McDougal agreed to similar edits in *United States History: Civil War to the Present* TE, 2011, Virginia, p. 927, 944.

p. 622, Diplomacy, par.2, **Change:** "For example, ~~several incidents~~ attacks against Israel set off an ever-escalating war between Israel and Hezbollah, a militant Shiite Islamist group that attempts to control Lebanon."

The 2006 Israel-Hezbollah War is used as an example of a UN brokered peace settlement. The description portrays the conflict as the responsibility of both parties. The text should explain that Hezbollah started the conflict with repeated terrorist attacks which provoked the strong Israeli military response.

p. 632, Terrorism and Regional Strife, par. 2, **Change:** "~~Those Palestinians~~ opposed to the peace process, however, have continued to disrupt the negotiations through rocket attacks, assassinations, mass murders, and bomb blasts in the streets of major cities within Israel."

This change is needed to clarify which group is responsible for the terrorist attacks within Israel. Suicide bombings and continuing rocket attacks from Hamas in Gaza on Israeli cities have marred the peace process. Given the quantity and relentlessness of rocket attacks in recent years, these should specifically be noted.

p. 637, Nuclear Proliferation, par. 3: **Change:** “Israel is ~~known~~ believed to possess ~~more than~~ up to one hundred nuclear warheads.”

The best estimate of arms control associations is that Israel may possess up to one hundred nuclear warheads. Higher estimates have been promulgated by Iranian news sources, which have a vested interest in justifying their country’s efforts to acquire nuclear weapons. What exactly Israel possesses is unknown, so it would be more accurate to state what is believed by reliable sources.

pp. 640, Israel and the Palestinians, par. 1, **Change:** “As a longtime supporter of Israel, the United States has ~~undertaken to persuade the Israelis to negotiate with~~ promoted peace negotiations between Israel and the Palestinian Arabs who live in the territories ~~occupied~~ West Bank and Gaza Strip by the state of Israel. The conflict, which began in 1948 when five Arab armies invaded the new Jewish state, has been extremely hard to resolve.”

1. The formulation of the first sentence is biased. The U.S. position has supported direct peace negotiations between the parties, so the revision above reflects this position.
2. The territories have not been “occupied” in the traditional sense. Israel maintains that it is willing to exchange land for peace and has done so in the past. Furthermore, the Palestinian territories are not “occupied” by Israel; The Palestinians have controlled Gaza since all Israelis left in 2005, and most of the West Bank is now controlled by the Palestinian Authority. Holt McDougal agreed to this edit in Holt World Geography Today, 2008. Indiana, p.453. For geographic clarity that avoids biased language, the change to West Bank and Gaza Strip will help.
3. It is necessary to identify which parties instigated the conflict.

p. 640, Israel and the Palestinians, par. 1, **Change:** “~~The internationally recognized solution~~ A solution put forth by many diplomats is for Israel to yield the West Bank and the Gaza Strip to the Palestinians in return for effective security commitments and abandonment by the Palestinians of any right of return to Israel proper.”

It is too great a generalization to claim that the solution set out in the text is internationally recognized, when there are many international positions and proposals on this issue.

p. 640, Israel and the Palestinians, par. 1, **Change:** “Unfortunately, the Palestinians have ~~been unable to stop~~ not stopped all terrorist attacks on Israel, and Israel has ~~been unwilling to dismantle~~ not dismantled all of its settlements in the ~~occupied territories~~ West Bank.”

The statement that the Palestinians “have been unable to stop all terrorist attacks” coupled with Israel “has been unwilling to dismantle all of its settlements” treats the two parties unequally. Notably, an earlier edition used more accurate language stating that the Palestinians were unwilling to stop terror attacks. Palestinian terrorists have not stopped trying to commit attacks on Israeli civilians. On this point, the 2009 edition was more accurate as it stated that the Palestinians were unwilling to stop all attacks. The Palestinian terrorist group Hamas has carried

out terrorist rocket attacks on Israeli cities since gaining control of the Gaza Strip after Israel's complete withdrawal. Israel dismantled all Israeli settlements in Gaza in 2005 and has dismantled some Jewish settlements in the West Bank, so it is false to say that Israel is "unwilling to dismantle" settlements. The revised language is balanced and accurate.

p. 640, Israel and the Palestinians, par. 1, **Change:** "Furthermore, the two parties have been unable to come to an agreement on how much of the West Bank should go to the Palestinians and on what compensation (if any) the Palestinians should receive for abandoning if they were to abandon all claims to settlement in Israel proper."

The sentence should be written in the conditional tense because the Palestinians have not offered to abandon the "right of return" to Israel.

p. 640, Israel and the Palestinians, par. 2, **Change:** "In December 1988, the United States began talking directly to the Palestine Liberation Organization (PLO). Israel was reluctant to talk to those whose stated aim was its destruction, but ~~and~~ in 1991, under great pressure from the United States, the Israelis ~~opened~~ engaged in talks with representatives of the Palestinians and other Arab states."

Context is needed here to explain that Israel was reluctant to negotiate with those who promoted its destruction.

p. 640, Israel and the Palestinians, par. 2, **Change:** "~~In 1993, was a turning point in Palestinian-Israeli relations. Negotiated in secrecy in Oslo, Norway, the Declaration of Principles on Interim Self-Government Arrangements, was both parties agreed to set up Palestinian self-government in the West Bank and Gaza Strip. The historic agreement, signed in Cairo on May 4, 1994, Washington D.C. on September 13, 1993. Also known as the Oslo Accords, this historic agreement put in place a process leading to later implementation agreements by which the Palestinians would assume self-rule in the Gaza Strip and in the town of Jericho. The PLO agreed to recognize Israel, and to renounce terrorism and its long-held calls for Israel's destruction.~~"

The DOP was signed in Washington, DC. The actual implementation agreements were signed in 1994 and 1995. The Gaza-Jericho Agreement was signed in Cairo on *May 4, 1994*, and on August 29, 1994, the Agreement on Preparatory Transfer of Powers and Responsibilities was signed by Israel and the Palestinians. On *September 28, 1995* the Israeli-Palestinian Interim Agreement on the West Bank and the Gaza Strip was signed in Washington, D.C.

These conditions that the PLO had to meet in the Oslo Accords should be added to show that the Oslo Accords required certain actions by each side.

p. 640, Israel and the Palestinians, par. 2, **Change:** "In the months that followed, Israeli troops withdrew from much of the occupied territory West Bank and Gaza, the new Palestinian Authority assumed police duties, and many Palestinian prisoners were freed by the Israelis."

See explanation above. Holt McDougal agreed to similar edits in *American Anthem* and in *World Geography Today*, 2008, Indiana, p.456. McDougal Littell agreed to similar edits in *World Geography TE*, 2009, Virginia, p. 510

p. 640, The Collapse of the Israeli-Palestinian Peace Process, par. 1, **Change:** "~~Although~~ Negotiations between the Israelis and the Palestinians resulted in more agreements in Oslo,

~~Norway, continued at Camp David in 2000, but~~ the agreements were rejected by Palestinian radicals, who began a campaign of suicide bombings in Israeli cities. In 2002, the Israeli government responded by moving tanks and troops into Palestinian towns to kill or capture the terrorists. One result of ~~the Israeli reoccupation~~ this was an almost complete collapse of the Palestinian Authority.”

The talks in 2000 were held at Camp David and did not result in agreements; Arafat rejected all offers and called for renewed terrorist attacks. The territories have not been “occupied” in the traditional sense. Israel states that it is willing to exchange land for peace and has done so in the past, as in the Sinai Peninsula.

p. 640, The Collapse of the Israeli-Palestinian Peace Process, par. 1, **Change:** “Groups such as Hamas (the Islamic Resistance Movement), which did not accept the concept of peace with Israel even in principle, ~~moved into the power vacuum~~ gained support from Palestinians.”

Support for Hamas came from the Palestinians who elected them to office, not from an amorphous vacuum.

p. 640, photo caption, **Change:** “To protect Israeli civilians from terrorism, Israel has built a ~~wall~~ security barrier to separate Palestinian settlements from Jewish neighborhoods.”

The portion of the security barrier shown here is a wall, but 97% of the total barrier is fencing. Thus the name “security barrier” is more accurate and neutral.

p. 641, The Collapse of the Israeli-Palestinian Peace Process, par. 1, **Change:** “In 2003, President Bush attempted to renew Israeli-Palestinian negotiations by sponsoring a ‘road map’ for peace. First, the road map called for an end to terrorism by Palestinians. Later, it held out hopes for a Palestinian state alongside Israel. In its weakened condition, however, the Palestinian Authority was unable to ~~make any commitments~~, or unwilling to end terrorism and the “road map” process ground to a halt.”

It should be clear that the first requirement of the road map is to end terrorism.

p. 641, The Collapse of the Israeli-Palestinian Peace Process, par. 1, **Change:** “Sharon’s plan met with strong opposition within his own political party, but ~~ultimately~~ in 2005 the withdrawal took place.”

Israel completely withdrew all settlements from Gaza in 2005.

p. 652, Print Resources, **Delete:** “~~Chomsky, Noam, and Gilbert Achcar, *Perilous Power: The Middle East and U.S. Foreign Policy Dialogues on Terror, Democracy, War and Justice*. Boulder, CO: Paradigm, 2006. Chomsky is one of the most vocal critics of U.S. foreign policy, and he shows it in the essays in this book. Achcar is a specialist in Middle Eastern affairs who has lived in the region. These authors examine key questions relating to terrorism, conspiracies, democracy, anti-Semitism, and anti-Arab racism. The book can serve as an introduction to understanding the Middle East today.~~

This is an extremely biased resource which will serve as an introduction to an anti-American view of U.S. foreign policy. Students should be given a reference to a more balanced view of U.S. foreign policy, terrorism, and democracy.

Index

p. 714, **Add:** Israel, 250, 257, 259, 430, 566, 620, 622, 632, 633, 640-641.”
Israel is mentioned on p. 250.

p. 714, **Add:** “Jews and Judaism, 129, 141, 219-220, 250, 257, 259, 528.
There is no index entry for Jews and Judaism, despite numerous mentions in the text.
There are entries for “Islam,” “Muslims/Arabs,” and “Palestinians.”

p. 717, **Delete:** “Palestinians, ~~620~~, 633, 640-641.”
The reference on p. 620 is to Israel and neighboring Arab countries. Palestinians are not mentioned on that page.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
HMH Holt McDougal, *United States Government: Principles in Practice*,
National Teacher's Edition, Luis Ricardo Fraga
2012 ISBN: 978-0-547-49712-9**

General Comments: This government textbook, developed in partnership with the Center for Civic Education and the American Bar Association, is excellent. The text summarizes major court cases and thoroughly explains the U.S. Constitution, including the Amendments. Each chapter contains a feature “Debating the Issue” that utilizes contemporary issues to help students develop critical thinking skills and more thoroughly understand the topics. The text discusses various forms of government and examples of each.

The Institute for Curriculum Services reviewed this textbook for the Indiana, Virginia, Georgia and Florida state adoptions, and greatly appreciates that all changes HMH agreed to for those editions have been included in this 2012 national edition. The section on the Arab-Israeli conflict and several items on freedom of religion are more accurate and improved.

Please note that ICS is reviewing this national edition for both the Alabama and Tennessee state adoptions.

ICS has only one suggested edit to this text to update it since the situation in Iraq in 2008 has changed. Please see below. ICS commends HMH for its commitment to accuracy and excellence in this text.

p. 477, 9/11 and the War on Terror, par. 3, **Change:** “~~As of 2008, no exit strategy or timetable for troop withdrawal is in place. The withdrawal of American military forces from Iraq began in June 2009 and was completed by December 2011. Efforts to rebuild Iraq and improve the security situation there are ongoing. The U.S. and international community will likely be involved in security and reconstruction efforts in the country for quite some time.~~”

This 2012 edition should be updated to reflect the withdrawal of American military forces. Since the future involvement of U.S. and international community in security and reconstruction efforts in the country are uncertain, the edited final sentence is more likely to retain accuracy into future editions.

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**Institute for Curriculum Services Review on behalf of the
Jewish Federation of Nashville and Middle Tennessee
Relations Council of the Greater Miami Jewish Federation
HMH, *Principles of Economics*, TE Sixth Edition, by N. Gregory Mankiw
2012 ISBN-13: 978-0-538-45305-9**

General Comments:

ICS reviewed this book in the 6th edition when it was a Cengage title. Please make these changes to the 6th 2012 edition for the 2013 Tennessee state adoption.

This high school economics textbook covers the fundamental tools of supply and demand, micro and macro economics, other essentials of economics, and focuses on case studies and economics in the news. While an overall strong and engaging textbook, there are a few inaccuracies in the text concerning OPEC and a case study that uses the Palestinian workforce from the West Bank and Gaza to illustrate shifts in labor supply.

This review highlights a number of problems in the text. ICS is happy to work with the publisher to provide more detailed feedback in order to improve the text's accuracy and balance.

Edits agreed to by HMH in other textbooks are highlighted in yellow.

p. 358, **Add**, “By ~~1973~~ 1975, eight other nations had joined: Qatar, Indonesia, Libya, the United Arab Emirates, Algeria, Nigeria, Ecuador, and Gabon.”

Gabon joined OPEC in 1975; thus the date needs to be changed.

p. 385, Shifts in the Labor Supply, par. 2, **Change**: “During most of the 1980s, many thousands of Palestinians regularly commuted from their homes in the ~~Israeli-occupied~~ West Bank and Gaza Strip to jobs in Israel, primarily in the construction and agriculture industries. In 1988, however, violent political unrest in these ~~occupied~~ areas induced the Israeli government to take security steps that, as a by-product, reduced the supply of workers.”

For this example illustrating shifts in labor supply, it is unnecessary and politically charged to use the biased term “occupied areas.” The politically neutral geographic terms “West Bank” and “Gaza Strip” convey the relevant information.

The steps the Israeli government took were to ensure security and safety during a period of violence and terrorism, not merely “political unrest,” which implies peaceful protests.

p. 796, par. 2, **Change**: “This time, the change came not from two economics professors but from a group of Arab sheiks. In ~~1974~~ 1973, the Arab members of the Organization of Petroleum Exporting Countries (OPEC) began to exert its market power as a cartel in the world oil market to increase its members' profits.”

The oil embargo began in 1973, not 1974 (the year it ended).

The oil embargo was by the Arab members of OPEC, not by the entire OPEC group. Non-Arab OPEC members did not participate in the embargo.

Holt McDougal agreed to similar edits in *United States History: Civil War to the Present* TE, 2011, Virginia, p. 927, 944.

p. 850, Index, **Change**: “Palestineians, shifts in labor supply and, 385-386; terrorism and, 403”

The text discusses Palestinians and shifts in labor supply, but nowhere mentions the term Palestine. There is not currently a country by that name.

A *New York Times* article is reprinted on p. 403, “The Human Capital of Terrorists: Even for Shoe Bombers, Education and Success are Linked,” by Austan Goolbee that summarizes a study by two economists from Harvard and the RAND corporation on how the success and failure rates of Palestinian suicide bombers correlate to education and age. This three-column article is omitted from the index and should be added.

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**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: 9-21-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title THE EARTH & ITS PEOPLE, A GLOBAL HISTORY

Author Bulliet / Crossley / Hendrick / Harsh / Johnson / Neathrop

Publisher or Producer HMH

Copyright Date: _____ Edition: AP ISBN: _____

Request initiated by _____

Telephone _____ SS _____

City _____ State _____ Zip _____

Do you represent: ☒ Yourself AMERICAN STUDENTS

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

See ATTACHED

2. What do you believe is the theme or purpose of the material?

See ATTACHED

3. What do you feel might be the result of a student using the material?

See ATTACHED

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

See ATTACHED

6. Would you care to recommend other materials of the same subject and format?

I HAVE NO ALTERNATE RECOMMENDATIONS AT THIS TIME.

Signature of Complainant

9-2-2013
Date

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES

SEP 10 2013

TEXTBOOK REVIEW

August 8, 2013

A review of HMH 5th Edition, The Earth And its Peoples, A Global History, was conducted by [REDACTED]

Part III, Growth And Interaction Of Cultural Communities: Chapter 8, The Rise of Islam:

Pages 227 & 228: Reviewer notes that, in his opinion, the narrative skims over how "conversion" took place. It "soft pedals it. Doesn't mention conversion by the sword. The narrative doesn't say how Muhammad "eliminated" the Jews in war between Mecca and Medina.

Pg. 236: Regarding Islamic Spain, this narrative also glosses over how the Spanish were "converted" to Islam.

Pg. 239: Discusses Islamic Civilization and the Law and Dogma includes the Sunna & the Hadith. Doesn't mention the violence and brutality associated with Muhammad's life. So far, this review notes what is being left out of the true history of Islam/Muhammad. Doesn't tell how in fact the Koranic doctrine calls for Jihad against unbelievers.

Pg. 240: "Converts to Islam thus encountered discrimination if they stayed in their Christian, Jewish, or Zoroastrian communities." There is no mention here of wars or violence associated with the "converts." This is the typical narrative that we see of painting the Muslim as the victim.

Pg.241: Women & Slaves: "Muslim women fared better legally under Islamic law than did Christian & Jewish women under their respective religious codes." What is the basis for making such a statement? Anyone who knows anything about Sharia should surely know that this declaration is very misleading if not outright untrue. Women under Sharia are treated horribly compared to Christians/Jews. Shall we discuss female genital mutilation here?

Pg. 243: No mention of the age of Aisha. I wonder why?

"Islam allowed slavery but forbade Muslims from enslaving other Muslims or so-called People of the Book-Jews, Christians, & Zoroastrians, who revered books respected by Muslims. Doesn't allude to why or how these People of the Book might have come to "revere" such books. Were they forced to? They submitted or be killed. They were dhimmis. No mention of any of this.

Chapter 9: Christian Societies, 600 to 1200 AD: Pg. 254-Byzantine Empire:
"By the end of the 12th century some two thirds of Christians in these former Byzantine territories had adopted the Muslim faith." How this is depicted is totally unacceptable. What does adopted mean? How did they adopt it? Of course, they were conquered through constant wars and violence. They were "adopted" via the sword.

"The Byzantines found the Crusades almost as hostile as the Muslims." So here we see a contradiction of the previous part. Now the Muslims were hostile. And there is no mention that the Byzantines asked for help of the Pope. This help was the Crusades, against the brutality of Muslim conquest. This again fits the narrative of Muslims as victims.

Crusades, Pg. 274, 1095-1204: pg. 275: "The tales of pilgrims returning from Palestine further induced both Churchmen & Nobles to consider Muslims a proper target for Christian militancy." So now we have the Christians as militants, and the Muslims as targets. This kind of narrative perverts and distorts history. More of the poor Muslim victims in the face of those evil Christians.

Pg. 277, Impact of the Crusades: "Exposure to Muslim culture in Spain, Sicily, and the Crusader Principalities established in the Holy Land made many Europeans aware of things lacking in their own lives." Really? What is the basis for such a statement. This is pure indoctrination and sets the narrative of the supposedly more advanced Muslim culture, over those backward Europeans.

The above is not acceptable and must be changed or removed!

Part 5-The Globe Encompassed: Chapter 17, Diversity of American Colonial Societies-1530 to 1770:

Pg. 505: "Ironically, this expansion in colonial liberties & political rights occurred along with the dramatic increase in the colony's slave population." A statement like this doesn't put this in context. It is misleading. It fits the narrative of those evil white men who in fact set us on the course to abolish slavery. These kinds of things don't happen overnight, it is an evolution. Statements as above suggests there is something wrong with an expansion of liberties. This of course is why this is an exceptional country, which these history books will never say, because they are written and published by those who have been indoctrinated with false history themselves. There is nowhere where freedom and liberty is subdued more than in Muslim countries.

Part 6, Revolutions Reshape the World, 1750 to 1870: Chapter 21, Pg. 602: There it is now, "Social Justice," in the preamble. We must use this Communist inspired term, musn't we?

Pgs. 604, 605: Counter Enlightenment: "While the central ideas of the Enlightenment gained strength across the 19th Century, the Counter Enlightenment produced ideological support for the eras conservatism and later popular anti-Democratic movements." This is written of course by a true leftist. This statement paints and associates the word Conservative with anti-Democracy, when in truth the Conservatives of today are the classical liberals of yesterday. This of course is done on purpose. This is unacceptable.

Pg. 618: Europe, noted that here again the use of the word conservative is used associated with and linked with Monarchs. Of course, conservatism in Europe is not the same as conservatism here. These are purposeful efforts to link the word with something bad or negative.

Chapter 23, State Building & Economic Transformation in the Americas, 1800 to 1890:

Pg. 675, discusses "womens rights" and the struggle for "social justice." What is social justice? Where do the words derive from? Who is to provide "social justice?" This is leftist Communist vocabulary embedded in our textbooks. Get it out!

Part 7, Global Diversity & Dominance, 1850 to 1945.

Pgs. 749/750: Air pollution, of course, paints coal as bad. And that electricity "alleviates" the use of that evil pollutant, coal. Fails to mention that electricity is produced from the burning of coal. This of course fits the eco-leftist narrative.

Pg.772: the U.S. is grouped and considered among other industrialized countries in a discussion of the end of the "New Imperialism," 1869-1914. This of course further fits the lefts narrative of this being an imperialist country.

Pg.835: the Depression-Economic Crisis: although it doesn't come out and say it, alludes to the free enterprise system as being the cause of the Great Depression. This is what the reader is left to and supposed to believe. It fails to mention that government meddling in the economy is what causes economic crisis. This of course is either done on purpose, or out of complete ignorance.

Part 8, Perils & Promises of a Global Community, 1945 to present: the title of course says it all. "Global Community." Kind of like "citizen of the world," isn't it.

The constant effort of the utopians to create a one world government, with no sovereign nations.

Chap. 31, Pg. 890, Capitalism & Communism: "Many leaders of the newly independent states, (allied Communist regimes in Eastern Europe), having won their independence from European colonial powers, preferred the Soviet Union's socialist Economy to Capitalism of their former masters." This statement is an abomination. These were not "independent" states. They were under the thumb of their new oppressors in Moscow. This statement reminds me of much of what was in the parts of this book about Islam. How did these states "prefer" socialism? Could it by chance be that it was imposed on them? These statements illustrate just how far left academia is!

Chap. 32, Pg. 939, Responding to Environmental Threats: this section repeats the lefts narrative alternate energy sources as if they are currently achievable. Shall we discuss the corruption of the Obama regime with ventures such as Solyndra? Shall, we discuss failed government mandated (expensive)electric cars that catch on fire?

Pg. 952, regarding the global financial crisis, never discusses or mentions the part government meddling and mandates played in this fiasco. This once again, just like the narrative of the Great Depression, imbeds in the students mind that these happenings were caused by capitalism/free enterprise, and those evil Wall Street bankers, when in fact they were caused by government meddling in the free market! NOT ACCEPTABLE!

Pg. 962, regarding "Global Warming:" Recent events have not confirmed a rise in global temps. This issue is typical of the politicizing and corruption of science, and sections such as these in our textbooks reflects the corruption and politization of Academia. This is a farce. Man cannot control climate. More of the lefts narrative of utopia. Folks who write this stuff need to get a life. UNACCEPTABLE!

**Request for Reconsideration of Challenged Materials
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Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title U.S. GOVERNMENT, PRINCIPLES IN PRACTICE

Author FRAGA

Publisher or Producer H/M

Copyright Date: 2012 Edition: _____ ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent:

☒ Yourself AMERICAN STUDENTS

☐ An organization (name) _____

☐ Other group (name) _____

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1. To what material do you object? (Please be specific, cite pages, etc.)

SEE ATTACHED

2. What do you believe is the theme or purpose of the material?

SEE ATTACHED

3. What do you feel might be the result of a student using the material?

SEE ATTACHED

4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment.

SEE ATTACHED

6. Would you care to recommend other materials of the same subject and format? MAGNANER'S

AMERICAN GOV. & CIVICS OR AMERICAN'S HISTORY - BFW 2011.

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9-2-2013
Date

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State Department of Education
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710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES

SEP 1 2011

TEXTBOOK REVIEW

August 9, 2013

The following review was conducted by [REDACTED]

U. S. Government-Principles in Practice(Holt McDougal), developed in partnership with the center for civic Education.

Luis Ricardo Fraga, copyright 2012.

Pg. 15, does use the word "Republic" when describing our form of government and refers to it using the term "indirect Democracy." Uses the word Democracy a lot, but also refers to "our Republic."

Pg. 21, Ideals of American Democracy, Par. 2: "At our nations beginning, the ideals applied only to a small set of people. "We the People" did not speak for all Americans. If they had, women, free African Americans, men without property, and its slaves would have had a voice in the political process." I believe statements such as this in our history books should be explained in context. Yes, this was only the "beginning" of a process. This does a disservice to our founders. This is either done on purpose or out of ignorance.

Pg. 23, discusses majority rule and minority rights, and describes the U. S. as a "liberal Democracy." This is substituted for the word Republic. UNACCEPTABLE!

Pg. 25, does a decent job of describing Free Enterprise. Better than the reviewer would have anticipated.

Chap. 11, Civil Rights, Pg. 322, A Pattern of Discrimination: "the U. S. has a long history of inequality& unfair treatment of certain groups." Every country has a history of bias and discrimination. This country has the best record of any! Statements such as this, again, need to be described in context.

Request for Reconsideration of Challenged Materials
by State Textbook Commission

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title Sociology, the study of Human Relationships

Author THOMAS

Publisher or Producer H/M

Copyright Date: 2010 Edition: _____ ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip 11

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

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TIME

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TEXTBOOK REVIEW

August 9, 2013

The following review was conducted by [REDACTED]

Holt McDougal, Sociology, the Study of Human Relationships, W. Laverne Thomas, copyright 2010.

Chap. 9, Section 3, Minority Groups in the U. S.: Being Arab-American After the 9/11 Attacks: O.K.! Nothing jumped out at me here.

Chap. 11, the Family Case Study, the Myth of the Traditional Family. Other than this title, it seemed to be O.K. Nothing jumped out at me. However, I would think that textbooks should put a positive light on the importance of the family as being the nucleus of government, no matter if one calls it "traditional" or not!

Chap. 12, the Economy & Politics, Liars Loans-Case Study, Pgs. 280-281. This part fails to mention the part that U. S. Government agencies played in the mortgage scenario. Typical of the narrative of other books, and conventional wisdom of the left, one is left with the impression that scenarios such as this are caused solely by instruments of the free market system, instead of corporate cronyism fostered by meddling of government.

Overall, this book is not detailed in its discussions. Only gives very brief synopses of subject matters.

**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title U. S. HISTORY, BEGINNINGS TO 1914
Author WHITE
Publisher or Producer H/m
Copyright Date: 2012 Edition: _____ ISBN: _____
Request initiated by [REDACTED]
Telephone _____ Address _____
City [REDACTED] Zip _____
Do you represent: ☒ Yourself
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4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

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AMERICAN'S HISTORY BFW 2011

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SEP 10 2013

TEXTBOOK REVIEW

August 9, 2013

The following review was conducted by [REDACTED]

United States History, Beginnings to 1914 (Holt McDougal), Deverall White, copyright 2012.

Chap. 21, The Progressive Spirit of Reform, 1868 to 1920. This discussion does not describe what in fact "Progressivism" is! Discusses the narrative of "wealthy" business owners vs the workers. This of course is alluding to what also can be described as Marx's Communism, which is, as often is, shaded by the use of the term "Progressive." The usual innuendo that government should fix the differences between those wealthy business owners and the common folk.

This book is very generalized and only gives short synopses of subject matters. Some things require more of an explanation. It glosses over the Progressive Era and puts progressives in a positive light. It fails to mention the tactics that were used by many Progressives to accomplish their goals, and doesn't mention the disastrous results and consequences of things like Prohibition, even though those results were after 1920.

**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title MODERN WORLD HISTORY, PHOTIONS OF INTERACTION

Author BECK, ET AL

Publisher or Producer H/M

Copyright Date: _____ Edition: _____ ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

Do you represent: ☒ Yourself

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4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment.

See Attached

6. Would you care to recommend other materials of the same subject and format? _____

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Signature of Complainant _____

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SEP 10 2013

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TEXTBC

SEP 1

Textbook Review
August 13, 2013

Modern World History, Patterns of Interaction, Holt/ McDougall. CR 2012. Review by [REDACTED]

Noted that this book has a panel of "Multicultural consultants," who supposedly reviewed the book for "appropriate historical content."

Chap. 2, The Muslim World Expands, 1300 to 1700. Pg. 70, Power & Authority: 'The rulers of all three (Ottomans/Safavids/Mughals) great Muslim empires of this era based their power on strong armies, advanced technology, and loyal administrative officers.' Discussion of the expansion of the Ottoman Empire.

Pg. 76: "As a Muslim, Suleyman was required to follow Islamist Law. In accordance with Islamic Law, the Ottomans granted freedom of worship to other religious communities, particularly to Christians & Jews. They treated these communities as millets, or nations. They allowed each millet to follow its own religious laws & practices. The head of the millets reported to the Sultan & his staff. This system kept conflict among people of the various religions to a minimum."

This quotation of course is very misleading. It doesn't mention the millets as second class citizens (dhimmitude), jizya(tax) paid by these dhimmis, or the fact that if they didn't they would be beheaded.

Also: Sultans personal slaves were "acquired" as part of a policy called devshirme. "Under this policy, they drafted boys from peoples of conquered Christian territories, educated them, converted them, to Islam, & trained them as soldiers." Doesn't discuss how "conversion" took place, or how they "educated" them. As above, it is what is not being said here, or what is being left out!

Did not see in this section any mention of jizya, dhimmis, or conversion by the sword.

Pg. 77: a comparison is made between the Suleyman Period ("creative"), and the European Renaissance. I would like to know just what is/was so "creative" about the Muslim culture? What is it they have contributed other than what they have stolen from other cultures?

Pg. 79/80: does discuss brutality associated with Imaail(Shi'a Branch).

Chap. 3, An Age of Explorations & Isolation, 1400 to 1800. Pg. 97, Europeans Explore The East: discusses triangular sails and that they were "adopted from Arabs." (see above)

Also, Navigational techniques, the Astrolabe, was "perfected by the Muslims." (see above)

Pg. 132' The Atlantic Slave Trade. Does discuss the spread Islam in Africa as a cause for an increase in slavery.

Chap. 9, Industrial Revolution, Pg. 297, The Rise of Corporations: "In the late 1800's, large corporations such as Standard Oil, founded by John D. Rockefeller and the Carnegie Steel Co., founded by Andrew Carnegie, sprang up. They sought to control every aspect of their own industries in order to make big profits. Big business, the giant corp. that controlled entire industries, also made big profits by reducing the cost of producing goods. In the U. S. as elsewhere workers earned low wages for laboring long hours, while stockholders earned high profits & corporate leaders made fortunes."

Quotations such as this are so unfortunate. Like "big profits" (greed) are the only motivation. Doesn't mention that by reducing the cost of producing goods that it corresponds with lower prices for the consumer. This of course perpetuates Marx's class warfare and is totally biased against private enterprise (capitalism).

Pg. 302: discussion links the words "progress," and "social justice," when discussing Socialism.

Chap. 11, Age of Imperialism, Pg. 364: discusses U. S. Imperialism in the Pacific Islands (Phillipines/Guam), as well as Puerto Rico.

Chap. 12, Pg. 382, captioned "U. S. Economic Imperialism, discusses our economic influence in Latin America, The Monroe Doctrine, Cuba, and the Spanish American War. (No mention made here though that T. Roosevelt described himself as a Progressive). Mentions the "Roosevelt Corollary," justifying intervention in Latin America.

Chap. 20, Pg. 656, in a discussion of the twin towers attack on the U. S., identifies the terrorists as Arabs. The word Muslim not mentioned. A curious mind wants to know-why not?

**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title World Civilization, The Global Experience
Author STEARNS/ADAS/Schwartz/GIBERT
Publisher or Producer PEARSON
Copyright Date: 2011 Edition: _____ ISBN: _____
Request initiated by _____
Telephone/ _____ Address _____
City _____ Zip _____
Do you represent: ☒ YOURSELF
☐ Yourself of THE AMERICAN STUDENT
☐ An organization (name) _____
☐ Other group (name) _____

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3. What do you feel might be the result of a student using the material?

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4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

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6. Would you care to recommend other materials of the same subject and format?

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SEP 10 2013

SEP 10 2013

Textbook Review
August 13, 2013

World Civilization, The Global Experience, AP Edition,
Stearns/Adas/Schwartz/Gilbert, CR 2011.

My narrative of this book will be very brief, because I have copied Chaps. 6 & 7, starting on page 142, regarding Islam.

My purpose was to scan and send these to Dr. Bill Warner for review. But because it was a little voluminous, I just sent him the book # and title, for his review online. Thus, I will leave specific comment on this subject matter to others.

Chap. 33 concerned "Social Justice." It is titled: Post-Colonial Options For Achieving Economic Growth & Social Justice.

Rather than go into a diatribe on this, the title should speak for itself. But then, maybe to an academic, I would be asking a little much? It does relate, regarding emerging nations, that many of these nations have generally devolved into nations that ended up with left-leaning dictators, and that none of these have proved to be the path to "social justice."

Now, I wonder why this could be? Could it be that perhaps no government can ever provide what these liberal academics refer to as "social justice"? These kinds of biased statements should have no place in our textbooks.

Request for Reconsideration of Challenged Materials
by State Textbook Commission

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title AMERICAN GOVERNMENT INSTITUTIONS & POLICIES
Author Wilson/Dinkels/Boyle
Publisher or Producer Wadsworth Cengage
Copyright Date: 2013 Edition: _____ ISBN: _____
Request initiated by _____
Telephone _____
City _____ Zip _____
Do you represent: ☒ Yourself
☐ An organization (name) _____
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The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

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ATTACHED

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

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6. Would you care to recommend other materials of the same subject and format? MAGNADERS

AMERICAN GOVERNMENT OR AMERICA'S HISTORY BFW 2011

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SEP 10 2013

Textbook Review
August 14, 2013

American Government, AP Edition, Institutions And Policies, (13th Edition), Wilson/Diulio, Jr./Bose, CR 2013.

Wadsworth Cengage Learning. This book was reviewed by David J. Baldovin of Lynchburg, Tn., at the MTSU Library, Murfreesboro, TN.

At the outset (Part 1) it is stated that in this book the words "representative Democracy" will be used instead of Republican form of government, which is the term the founders used. Why would authors, any authors, substitute their words for words that the founders used? They did not mean Democracy, they meant Republic. There is a difference. There is no mention of the differences, such as the protection of the minority in a republic, and not so in a Democracy.

Chap. 2, The Constitution: There is the proclamation in the very first sentence that the members of the Philadelphia convention were "all white men." This type of rhetoric is meant to instigate emotions and it is what is currently being done by the leftists who inhabit academia. This is not necessary, and only fuels divisions among people.

Pg. 27: Tyranny of the majority (which is what a Democracy is) is discussed but Republican form of Government is never used. This fits in with what authors said they would do in this book as observed above.

Pg. 37: It is felt that slavery is discussed in a responsible way.

Pg. 45: "Just because the Constitution is 200 years old does not mean it is out of date." This is good and a responsible statement.

Pg. 70/71: "Devolution" is discussed in terms of unwinding the Federal Government and giving more power to the states (regarding Federal aid & such). This has resulted in more not less rules/regulations. This is pretty much untrue because this "devolution" has been pretty much undone by the Feds. And more and more power is in the hands of the Fed. Government. It is like blaming economic failure on capitalism/private enterprise, when the reason for failures is government intervention.

Pg. 84: Research Frontiers; Discusses Hispanics & whether they will reject or embrace American political culture? Discussion likens Hispanic culture to Italian/European immigrants & uses the phrase "hyphenated Americans" in a

positive light. Textbooks should not be separating people with hyphens. If we are legal citizens we are Americans, and that should be it.

Chap. 18, Economic Policy: Pg. 497, there seems to be a responsible discussion of the recession and that it was the fault of government. Reviewer feels this is accurate.

Pg. 508, The rise of the New Income Tax: There is a politicized statement in here that the "well off" are generally represented by the Republican Party, and the "less well off" generally represented by the Democrat Party. This is a political party bias, untrue, and needs to be removed. This is probably what authors have been taught and learned, and they repeat this common narrative.

Chap. 21, Environmental Policy: Discussion on "global warming" is felt to be pretty much of a responsible one.

Request for Reconsideration of Challenged Materials
by State Textbook Commission

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title Freedom on my mind, A HISTORY OF AFRICAN AMERICANS

Author WHITE/322/ MARTIN

Publisher or Producer B R W

Copyright Date: 2013 Edition: _____ ISBN: _____

Request initiated by _____

Telephone _____

City _____

Do you represent: 0

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

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4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment.

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6. Would you care to recommend other materials of the same subject and format? _____

I HAVE NONE.

Signature of Complainant

9-2-2013
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OFFICE OF
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SEP 10 2013

Textbook Review
August 15, 2013

Freedom On My Mind, A History Of African Americans,
Bedford/Freeman/Worth(White/Bay/Martin) CR 2013.

In the preface, states that African Americans are the most consistently excluded from the American dream. I believe this statement to be quite unfortunate. No one is excluded from the American dream. This fosters a mindset of victimization, and should not be thought of as worthwhile to be included in textbooks.

The following, I believe, is pretty good: "Freedom On MY Mind underscores the disturbing fact that our Democracy arose within the context of a slave holding society, but ultimately gave way to the Democratic forces unleashed by the Revolution that founded it and the Civil War that reaffirmed Federal sovereignty. Exempt from the universalist language of the Declaration of Independence, "all men are created equal," African Americans have been, as Dubois insightfully noted, a concrete test of the underlying principles of the great Republic."

Now, one could take exception to the use of the word Democracy, or the reaffirmation of Federal sovereignty, but overall I think the statement is good.

Chap. 14, The Challenge Of Conservatism In An Era Of Change, 1968 to 2000. There is much in this section to comment on. Unfortunately comments that I would make might not be seen as credible, so I will leave it to others to do so. Much negative here. The same is true for Chap. 6, Pg. 291, regarding the Northern Black Freedom Struggle. The information set forth that I refer to here offsets what I commented on above which I felt were good. Quite unfortunate.

Request for Reconsideration of Challenged Materials
by State Textbook Commission

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title THE AMERICAN PAGEANT

Author Kennedy / Cohen

Publisher or Producer McGraw-Hill

Copyright Date: 2013 Edition: AP ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

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☒ Yourself

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See Attached

4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment.

See Attached

6. Would you care to recommend other materials of the same subject and format? Recommend

American Government & Civics OR American's History BFW 2011

Signature of Complainant

9-2-2013
Date

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES

SEP 10 2013

Textbook Review

The American Pageant, AP Edition, 15th Edition, (Holt/McDougal), Wadsworth Cengage Learning (Kennedy/Cohen), CR 2013, was reviewed by David J. Baldwin at the MTSU Library, Murfreesboro, TN., on Aug. 27/28, 2013:

Part 1, Chap.1, Page 11: "Christian Crusaders must rank high among America's indirect discoverers." I had not seen it put this exact way before, but I believe this to be an acceptable observation.

"Muslim middlemen exacted a heavy toll." This is concerning the tolls they exacted along the eastern routes regarding spices/silks, and that by the time these products reached their Italian merchants they were very costly.

Although I find this acceptable, also believe the use of the term "middlemen" to be soft-peddling this Muslim/Islamic issue. These "middlemen" were brutal thieves. The "tolls" they exacted were in lieu of one's head!

Page 43, Chap. 3: Religion In The Bay Colony: "Separatist Pilgrims were dedicated extremists, the purest Puritans." I find this statement to be objectionable. I believe this statement is applying a subjective modern day term to a certain group of Puritans.

I find no reference in this discussion to the fact that Muslims were involved in the African slave trade.

Chap. 15, Part 2-The Ferment Of Reform & Culture, 1790-1860:

Reviving Religion: In a discussion about Paine's "The Age of reason," the following quote: "Many founding fathers, including Jefferson & Franklin, embraced the liberal doctrine of Deism that Paine promoted. Deism relied on reason rather than the Bible."

This statement is patently false, and should be removed. Most of the founders were Christians who read the Bible. This I have learned appears to be a common theme among history books written by modern day liberals who try to re-write history and the Biblical beliefs of our founders.

Chap. 24, Page 521-Industry Comes of Age: Knowing that our textbooks are for the most part written by modern day liberals who try to discount our history, I

don't find it at all surprising that terms like "ruthless," "imperial," & "robber barons" are used to describe entrepreneurs like Rockefeller & J. P. Morgan. At least, on the other side of the ledger, Rockefeller is given credit for turning out a "superior product" at a "relatively cheap price."

Part 6, Making Modern America: Page 829, regarding the terrorist attacks on Sept. 11, there is no mention that these were Muslim terrorists.

Chap.38, Page 898: Regarding the Civil Rights Act of 1964, the book gives LBJ credit for the passage of this legislation, but fails to mention that LBJ actually held up this legislation in the late 50's in the Eisenhower administration when Johnson was Senate Majority Leader. Further, how about pointing out that this legislation was passed by Republicans and voted against by many mostly southern Democrats? Obvious bias here just as I have mentioned above.

Page 978, Chap. 41; Authors assert/ imply that George Bush falsely charged that Al Qaeda had links to Saddam's Iraq in a buildup to the Iraq War. This is not true. Bush never said that Saddam was behind the Sept. 11 attacks. This kind of misinformation needs to be corrected.

Page 986: information discussed on this page makes an obvious biased narrative of Obama inheriting all of his economic problems, Iraq, Afghanistan, from George Bush. This is the common narrative pushed by the liberals who are writing these books.

Chap. 42, Page 992: Affluence and Inequality: In discussions that liberals have regarding these issues, it never is mentioned the role that Democrat Socialist policies have in causing this.

In reviewing this book I have set out my specific objections above. I would like to point out that I tend to like the summaries within the chapters titled "Varying Viewpoints."

Also, I could not find the use of the phrase "social justice," which is somewhat surprising, but positively so.

**Request for Reconsideration of Challenged Materials
by State Textbook Commission**

Date: 9-2-2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other _____

Title PRINCIPLES OF ECONOMICS

Author MANKIEW

Publisher or Producer McMILLAN SOUTHWESTERN CENGAGE

Copyright Date: _____ Edition: 6TH ISBN: _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

ATTACHED

2. What do you believe is the theme or purpose of the material?

ATTACHED

3. What do you feel might be the result of a student using the material?

ATTACHED

4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment.

ATTACHED

6. Would you care to recommend other materials of the same subject and format?

ECONOMICS + PERSONAL FINANCE - CENGAGE

Signature of Complainant _____

9-2-2013
Date

Please return completed form by September 2, 2011:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

OFFICE OF
TEXTBOOK SERVICES
SEP 10 2013

Textbook Review

Principles of Economics (HMH), 6th Edition, by N. Gregory Mankiw, South-Western Cengage Learning. This Textbook was spot checked by David J. Baldovin of Lynchburg, TN., at the MTSU library, Murfreesboro, TN., on August 28, 2013:

At the outset this book seems to tout Keynesian Economics. I did not see where it explains that when government spends money it has to first be taken out of the private sector to do so.

I did not see any mention of French economist Frederic Bastiat, who espoused his thoughts and comments on socialistic spending in the 1800's.

Chap. 6: Seems to be a good explanation of how government intervention regarding imposed price ceilings produce undesirable outcomes.

A review of the index does not reflect anything regarding Austrian Economics.

On Page 546 there is a good section on property rights and political stability.

On page 609, regarding unions, the following: "Economists who study the effects of unions typically find that union workers earn about 10-20% more than similar workers who do not belong to unions." I am not an economist, but I question this assertion. If this were true, it would seem that unionization would be increasing, but it is not. It is declining. Workers in fact are finding out that net they make more which is why many are moving to right to work states, where unionization is non-existent or not mandatory.

Public Comment Form

Please check type of material: ☒ Textbook

☐ Textbook Series

☐ Other _____

Title Geography (Book #33)

Author Consultants and Reviewers

Publisher or Producer Holt McDougal

Copyright Date: _____ Edition: _____ ISBN None of these were available on line.

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Please see attached.

2. What do you believe is the theme or purpose of the material?

The geography part is to teach geography. The social studies part is to make the Europeans and other white people look bad to advance the agenda of the left.

3. What do you feel might be the result of a student using the material?

The student who believes this will be a socialist or a communist

4. For what age group would you recommend this material? 17 and 18 year olds

5. Is there anything good in this material? Please comment.

see attached (good geography)

6. Would you care to recommend other materials of the same subject and format? I haven't seen

a geography, social studies, or history book since I retired from teaching 10 years ago. However, I highly recommend publications from Hillsdale College.

Signature of Complainant

9/5/2013
Date

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379
Morgan.Branch@tn.gov

OFFICE OF
TEXTBOOK SERVICES
SEP 9 2013

P. 22 says that the United States has 1 to 10 billion barrels of oil. Science says there's much more but we're not permitted to use it.

In Chapter 2, P. 58, the book refers to Global Climate Change and says "air temperatures are rising" This is one scientific view and another one says that the temperatures have remained stable for the last 30 years and that we may be entering a possible 250 year mini-ice age.

On P. 93 very few petroleum and natural gas assets are shown in the United States. We have abundant reserves of both throughout the country but are not permitted to use them.

Chapter 8, Section 2 promotes Sustainable Development. It doesn't give a basis or reason for it. (Could it be that you can't justify it?)

P. 312 has no mention of the fall of the Berlin Wall as an end to the Soviet Union and communist control of Czechoslovakia, Hungary, Poland, Romania, and the end of a divided Germany.

P. 325 has only the "politically correct" solution to pollution.

P. 442 doesn't tell how the slaves were taken to Goree Island to be shipped. Did the white people go into the interior to capture them? NO – they were sold by other Africans.

P. 468 blames Africa today on colonialism. If they had taken advantage of what the colonialists did and left behind perhaps they would be in better shape today.

P. 503, 504 gives a detailed description of Islam. Where are other religions explained?

P. 508,509 has pictures of a Buddhist temple, Islamic mosque, Russian temple, and an Aztec temple. Where is the representation of Christianity and Judaism and other religions?

I could not find anywhere in the book the positive influences of colonialism in India vs. the negative influences in Africa

P. 636, 637 there is no mention of the large numbers of people killed by Mao Zedong under communism.

P. 639 says that the government provides health care but there's no mention of the high death rates under government-run healthcare.

Overall the geography part of the book is very good. It sticks to the definition of geography (Study of the Earth's physical features including climate and distribution of plant, animal, and human life). However, this is also a social studies text that leans left. Both sides of the question deserve to be answered if social studies is to be included.

Public Comment Form

Please check type of material: ☒ Textbook

☐ Textbook Series

☐ Other _____

Title Introduction of Comparative Politics

Author Kesselman, Krieger, Joseph

Publisher or Producer Wadsworth Cengage Learning

Copyright Date: _____ Edition: 6th ISBN: _____

Request initiated by _____

Telephone / _____ Address _____

City _____ Zip _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

The religion of Islam is covered on 22 pages of this textbook: pgs. 243, 245, 260, 281, 283, 285, 287, 288, 289, 378, 379, 305, 333-334, 243, 278, 270, 298, 320, 304. Christianity is covered on 3 pages: pgs. 260, 281, 283.

2. What do you believe is the theme or purpose of the material?

If the textbook aims to live up to its title, "Introduction of Comparative Politics", then these two religions, their history & influence on politics should be covered equally. Instead, Islam is covered much more completely.

3. What do you feel might be the result of a student using the material?

The student may have a deeper understanding of the history and influence of Islam in the world than that of Christianity - which is arguably at least equal, if not greater.

4. For what age group would you recommend this material? _____

5. Is there anything good in this material? Please comment. _____

6. Would you care to recommend other materials of the same subject and format? _____

Signature of Complainant

9.6.13

Date
OFFICE OF
TEXTBOOK SERVICES

Please return completed form by September 7, 2013:

Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

SEP 9 2013

Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title Introduction to Comparative Politics, 6th edition

Author Kesselman, Krieger, Joseph

Publisher or Producer Wadsworth Cengage Learning

Copyright Date: _____ Edition: 6th ISBN: _____

Request initiated by _____

Telephone _____

City _____

Do you represent:

☒ Yourself

☐ An organization (name) _____

☐ Other group (name) _____

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
p. 4 "Since the Great Recession of 2008, the battle has intensified over how the economic pie should be cut and the pieces distributed among different groups in society."
2. What do you believe is the theme or purpose of the material?
The economy is not a static "pie", but grows or shrinks based on productivity. This quote creates a false premise. Also the economy and/or fruits of each individual's labors should not be discussed as being able to be "distributed" among groups of people.
3. What do you feel might be the result of a student using the material?
This material is pushing an agenda of socialism through the false premise of redistributive theory.
4. For what age group would you recommend this material? _____
5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format? _____

Signature of Complainant

9.6.13
Date

Please return completed form by September 7, 2013:

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State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379